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1995

AGENDA OF THE PROGRAM COMMITTEE

OCT. 5, 1995 ...

URBAN/MUNICIPAL
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1995

URBAN MUNICIPAL

OCT 2 1995

GOVERNMENT DOCUMENTS

AGENDA

PROGRAM COMMITTEE

1995 10 05

Confirmation of the minutes of the regular meeting of 1995 06 01 and special meetings of 1995 06 12 and 1995 07 04.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Update re Program Team Leaders – Requested by Trustee Bishop

NEW BUSINESS:

1. Co–Operative Education Review – Verbal Update on Actions

2. Verbal Report re Goals and Mandate of the Behavioural Resource Team – Trustee Bishop

3. January Meeting Date **Page 1**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Implementation of "The Common Curriculum – Grades 1–9" Status Report **Pages 2 to 69 [Plus separate brochure]**

NEW BUSINESS:

1. Request for an Update re Grade 9 Unstreamed Program – Trustee Bishop

2. Request for a Report on Comprehensive Classes in the Middle Schools – Trustee Stewart

NOTE: ALL MEETINGS ARE TENTATIVE, WITH THE EXCEPTION OF THE STANDING COMMITTEES, FRENCH LANGUAGE SECTION AND BOARD, UNTIL CONFIRMED BY THE CHAIRMAN CONCERNED.

JANUARY, 1996

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 NEW YEAR'S DAY EDUCATION CENTRE CLOSED	2 Chairs 17:30 French Language Section ? 19:00	3	4 Program ? 18:15	5	
	8 French Language Section ? 19:00	9 Operations and Finance 18:15	10	11 Personnel and Organization 18:15	12	
	15 Home and School 19:00	16 Program ? 18:15	17 Special Education Advisory Committee 19:00	18 Board 20:00	19	
	22	23 Chairs 17:30	24	25	26	
	29	30 French Language Section 19:00	31			

Date: 1995 10 05

To: Chairman and Members of the Program Committee

From: E. G. Bond, Superintendent of Program

Re: Implementation of "The Common Curriculum-Grades 1-9" Status Report

Report: Information/Decision

BACKGROUND

In February 1993, the Ministry of Education and Training released a working document entitled "The Common Curriculum, Grades 1-9" which described the curriculum for the Province of Ontario for Grades 1-9. In January 1994, a report was brought to the Board which summarized this document and presented information regarding plans for its implementation. A second report was brought to the Board in May 1994 in which "The Common Curriculum-Grades 1-9" System Implementation Plan was approved. The "System Implementation Plan-Timelines" which was part of the May 1994 report is included as Appendix I. A third report was brought to the Board in January 1995 which included a draft of the grade 9 Reporting Statements, Learning Outcomes and report cards as well as recommendations regarding Standardized Testing of student performance.

In February 1995 the Ministry released "The Common Curriculum: Policies and Outcomes, Grades 1-9, 1995" which outlines the policies and educational philosophy that form the basis of education for all Ontario students in Grades 1-9. It also describes the knowledge, skills, and values students should develop by the end of Grade 9.

Since the last report to Board the following initiatives have taken place:

- a **brochure** "Introducing Common Curriculum, Outcomes and Standards-Grade 9" was developed by the Public Relations Sub-Committee and delivered to all grade 8 students during June 1995 and is currently being used for grade 9 Parents' Meetings in our secondary schools (attached)

- the **Grade 9-1995 Curriculum** (Reporting Statements, Learning Outcomes, Indicators of Successful Student Performance, Suggested Learning/Teaching Strategies and Student Progress Reports) was released to all principals and secondary subject department heads (Appendix II contains the summary of the Reporting Statements and Learning Outcomes in this document; the complete document is available in the Paikin Library and all secondary school libraries, Appendix III provides a sample of grade 9 Progress Reports)

- **in-service for all grade 9 subject department heads and teachers** continued through the school year 1994-95 in all subject areas

- **Grades 1-8 Curriculum-Field Test Version in Language Arts/English, Mathematics and Core French (Grades 7,8)** was released to the system for field testing during the school year 1995-96 (Appendix IV includes the Reporting Statements and Learning Outcomes summary of these documents). *The intent of these documents is to ensure that the expectations of our system are clear to all students, teachers, administrators, parents, trustees and the community. In this regard the language will continue to be modified, as we strive for clarity and understanding among all our stakeholders.*

- a **school based review of the usefulness of the Gates-MacGinitie Reading Tests** and the **Otis-Lennon School Abilities Test** was conducted (see Appendix V, "System-Wide Assessment In Hamilton" and Appendix VI, "Survey of School Use of System-Wide Tests")

- a **review of grades 4-6 Mathematics Curriculum** by 24 parents was conducted in April 1995

- an **information bulletin** for inclusion in **school newsletters,** etc. has been sent to all principals seeking parental and community volunteers to review all grade 1-8 curricula (appendix VII)

- a **wide variety of in-service programs** have been offered regarding the Outcome-Based curriculum and assessment and reporting procedures

- a **two-day summer institute** on Student Assessment, Evaluation & Reporting was held, 81 teachers from 52 of our schools attended

- **development of computer software** which will allow efficient tracking of student performance on all learning outcomes. This **"Student Achievement Profile"** will allow teachers to quickly obtain records of individual and class performance, record student performance during the school year, and produce up-to-date Progress Reports for parents. This software will eventually allow quick, accurate analysis of overall student performance in a school or the system to allow for the allocation of resources where most needed.

ISSUE

To present to the trustees information regarding the implementation of "The Common Curriculum-Grades 1-9" .

RECOMMENDATIONS

1. That the status report on the implementation of the Common Curriculum be received for information.
2. In view of the impending announcement from the Ministry of Education and Training regarding Provincial Reviews of student performance that a further report to the Board regarding Provincial and Board reviews and the administration of other Standardized Tests be brought back to the Board not later than February 1996.

APPENDICES

I. System Implementation Plan-Timelines
II. Grade 9, May 1995-Reporting Statements and Learning Outcomes
III. Grade 9 Progress Report-Mathematics
IV. Grades 1-8, Field Test Version-Reporting Statements and Learning Outcomes
V. System-Wide Assessment in Hamilton
VI. Survey of School Use of System-Wide Tests
VII. Information Bulletin-Parent and Community Review of Curriculum

ATTACHMENTS

I. Brochure-*"Introducing The Common Curriculum, Outcomes and Standards-Grade 9"*

APPENDIX I

"The Common Curriculum-Grades 1-9"

SYSTEM IMPLEMENTATION PLAN-TIMELINES

TIMELINES	DEVELOPMENT	INSERVICE	PILOT & FIELD TESTING	USE OF OUTCOME BASED CURRICULUM AND REPORTING SYSTEM
Jan. 94	**Grades 9 and 5** •Learning Outcomes •Indicators of Successful Student Performance •Learning/Teaching Strategies •Reporting Statements •In-service Programs	•<u>All Staff</u> Awareness re: Common Curriculum Document •<u>Secondary School Staff</u> Grade 9 Outcome-Based Curriculum and Reporting System	•**Grade 9**	
Sept. 94	**Grades 4,5,6,7,8** •Learning Outcomes •Indicators of Successful Student Performance •Learning/Teaching Strategies •Reporting Statements •In-service Programs	•<u>Grade 4-9 Staff</u> Grades 4-9 Outcome-Based Curriculum and Reporting System	•**Grade 9** (may include use of Reporting System in schools or departments where appropriate) •**Grade 5**	
Sept. 95	**Grades 1,2,3** •Learning Outcomes •Indicators of Successful Student Performance •Learning/Teaching Strategies •Reporting Statements •In-service Programs	•<u>Grade 1-9 Staff</u> Grades 1-9 Outcome-Based Curriculum and Reporting System	•**Grades 4-8** (may include use of Reporting System in schools where appropriate) •**Grades 1,2,3**	•**Grade 9**
Sept. 96 **June 97**		•<u>Grade 1-9 Staff</u> Grades 1-9 Outcome-Based Curriculum and Reporting System		•**Grades 1-8**

APPENDIX II

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

GRADE 9
MAY 1995

REPORTING STATEMENTS
LEARNING OUTCOMES
INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE
LEARNING / TEACHING STRATEGIES

1995/05/10
PROGRAM SERVICES DEPARTMENT
/DESKTOP PUBLISHING PAT BINKLEY

PROGRAM

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Reporting Statements and Learning Outcomes

Introduction To Business

B.9.1. Plans, implements, and evaluates an entrepreneurial venture.

1 Explains entrepreneurship and identifies characteristics of entrepreneurs.
2 Analyzes different kinds of companies with respect to ownership and structure.
3 Uses a variety of methods of inquiry to solve entrepreneurship case problems.
4 Explores the experiences of past and present entrepreneurs using a variety of resources and technologies.
5 Plans, organizes, and implements a venture involving entrepreneurial activities.

B.9.2. Recognizes the importance of technology in managing information.

1 Identifies and operates the major components of a computer, its peripheral devices, and explains the functions of each.
2 Examines, discusses, and complies with some legal and ethical issues related to information management.
3 Investigates present and future applications of computers by individuals and businesses.

B.9.3. Analyzes factors that influence his/her consumer decisions.

1 Describes vocabulary related to consumerism.
2 Explores and analyzes the personal and external factors that influence buying decisions.
3 Practises the activities involved in personal banking and investment, applying for credit, and making a major purchase.
4 Analyzes processes used to determine how accuracy, thoroughness, persistence, and creativity contribute to the solution of problems.

B.9.4. Applies basic Canadian legal procedures to his/her environment.

1 Evaluates the effectiveness of the Canadian system of laws in upholding the principles of fairness and justice for all.
2 Demonstrates a knowledge of the role, procedures, and institutions of the legal system.
3 Analyzes laws of particular relevance to him/herself and their ethical implications.

B.9.5. Analyzes future educational and career opportunities

1 Explains vocabulary related to careers.
2 Demonstrates awareness of the available range of personal and career options.
3 Investigates various personal career options.

B.9.6. Develops skills to be used in the job search process.

1 Creates documents and performs activities involved in a job search.
2 Establishes a Personal Portfolio for career documents.

B.9.7. Demonstrates positive attitude and effort.

1 Identifies and applies personal qualities and skills that contribute to success in school and in the workplace.
2 Collaborates in the design of and particpates in classroom routines.
3 Demonstrates respect for self and others.

Reporting Statements and Learning Outcomes

Dramatic Arts

D.9.1. Explores the curriculum using role-play and drama.

1. Explores personal ideas, feelings, attitudes, values and beliefs, and those of other people (real and fictional), through role-play and improvisation.
2. Explores personal ideas, feelings, attitudes, values and beliefs, and those of other people (real and fictional), through a variety of drama forms and structures.

D.9.2. Communicates using a variety of drama forms.

1. Communicates personal ideas, feelings, attitudes, values and beliefs, and those of other people (real and fictional), through a variety of drama forms and structures.

D.9.3. Evaluates drama and theatre experiences.

1. Demonstrates use of *The QERE Process*: ***Q***uestions - ***E***xplores - ***R***esponds - ***E***valuates.
2. Responds personally to, and evaluates, a variety of drama and theatre forms, products and experiences, both in and outside the classroom.

D.9.4. Demonstrates positive attitude and effort in drama.

1. Accepts responsibility for learning.
2. Participates actively in classroom routines and learning activities.
3. Demonstrates respect for self and others in the learning process.

Reporting Statements and Learning Outcomes

English

(Language, Literature and Media Studies)

E.9.1. Reads with understanding in the study of language, literature and media.

1. Reads, to inquire into and to respond to, multicultural literature which includes a variety of short-stories, plays, novels and narrative poetry.
2. Reads in order to manage information.
3. Reflects on and evaluates learning about reading, and learning through reading.

E.9.2. Writes clearly and correctly in the study of language, literature and media.

1. Writes clearly and correctly in response to language, literature and media, by using a variety of writing forms and the conventions of spelling, grammar, punctuation and syntax.
2. Writes in order to manage information and for other purposes.
3. Demonstrates use of *The Writing Process.*
4. Reflects on and evaluates learning about writing, and learning through writing.

E.9.3. Listens with understanding in the study of language, literature and media.

1. Listens, to inquire into and to respond to, a variety of language, literature and media.
2. Listens in order to manage information and for other purposes.
3. Reflects on and evaluates learning about listening, and learning through listening.

E.9.4. Speaks clearly and correctly in the study of language, literature and media.

1. Speaks clearly and correctly, to inquire into and to respond to, language, literature and media, by using a variety of oral forms and the conventions of spoken English.
2. Speaks in order to manage information and for other purposes.
3. Reflects on and evaluates learning about speaking, and learning through speaking.

E.9.5. Role-plays and dramatizes to study language, literature and media.

1. Role-plays, to inquire into and to explore, language, literature and media.
2. Dramatizes in response to language, literature and media, by using a variety of drama forms.
3. Reflects on and evaluates learning through role-playing and dramatizing.

E.9.6. Views non-print media, and creates non-print media in the study of language, literature and media.

1. Views, to inquire into and to respond to, narrative non-print media, which include a variety of media images, sequences and productions.
2. Plans, creates and implements media representations in response to language, literature and other media, by using a variety of media forms and conventions.
3. Demonstrates use of non-print media in order to manage information and for other purposes.
4. Reflects on and evaluates learning about media, and learning through creating media representations.

E.9.7. Demonstrates positive attitude and effort in the study of language, literature and media.

1. Accepts responsibility for learning.
2. Participates in classroom routines.
3. Demonstrates respect for self and others.

Reporting Statements and Learning Outcomes

English as a Second Language

L.9.1. Listens with understanding.

1 Understands basic oral English.
2 Understands main ideas in highly supported contexts.
3 Understands social and academic English in highly supported contexts.
4 Understands spoken English in most social and academic contexts.

L.9.2. Speaks clearly and correctly.

1 Begins to use English to communicate orally.
2 Shows signs of oral spontaneity using learned expressions and simple English combinations.
3 Initiates and participates in conversations and discussions using a variety of strategies.
4 Demonstrates consistent use of correct English for most oral tasks.

L.9.3. Reads with understanding.

1 Reads and comprehends simple written English.
2 Reads for specific purposes where background knowledge and vocabulary are familiar.
3 Reads with support for specific purposes.
4 Demonstrates control of age/grade appropriate reading tasks.

L.9.4. Writes clearly and correctly.

1 Begins to write using simple English structures.
2 Writes in a variety of contexts using simple English structures.
3 Writes English independently and comprehensibly.
4 Writes for a variety of purposes using appropriate conventions of written English.

L.9.5. Understands and adapts to his/her environment.

1 Begins to understand and adapt to the new environment.
2 Demonstrates understanding of and beginning adaptation to the new environment.
3 Demonstrates continued understanding of and involvement in the new environment.
4 Demonstrates growing awareness, understanding and appreciation of cultural heritage.

Family Studies

F.9.1. Demonstrates interpersonal skills important to family living.

1. Identifies personal qualities and skills that contribute to successful family relationships.
2. Applies personal qualities and skills to building and maintaining relationships.
3. Analyzes various forms of violence to identify their sources and consequences.
4. Uses a variety of social skills as a regular part of daily life and assesses their effectiveness.

F.9.2. Uses problem-solving strategies in a family context.

1. Analyzes the ways in which personal values are reflected in decisions.
2. Evaluates the effectiveness of various problem-solving models in specific situations.
3. Distinguishes between healthy and unhealthy lifestyles and makes choices that contribute to personal well-being.
4. Describes the effects of nutritional lifestyle choices on the body.

F.9.3. Understands that cultural and technological changes impact on families.

1. Selects appropriate technologies and uses them effectively for a variety of purposes within the classroom.
2. Illustrates ways in which culture and family influence personal values and decisions.
3. Identifies and analyzes school and home safety issues and practices.

F.9.4. Demonstrates positive attitude and effort.

1. Evaluates the effectiveness of a variety of learning strategies.
2. Collects, records, and uses information to complete daily assignments, keep track of progress and plan for the future.
3. Uses a variety of social skills when working with others within the classroom.

Reporting Statements and Learning Outcomes

Core French
End of Grade 9

C.9.1. Listening: listens actively and understands key information

1. demonstrates understanding of key information in short oral texts dealing with familiar topics **(Sc 1 & 2)**
2. distinguishes common word elements and sound patterns that convey meaning **(Sc 3)**

C.9.2. Speaking: communicates orally for a variety of purposes

1. expresses ideas, feelings, and opinions on familiar topics using familiar vocabulary and simple grammatical structures **(Sc 4 & 8)**
2. adjusts speech to suit the situation when communicating briefly in familiar situations, even at the risk of error **(Sc 5, 6 & 7)**

C.9.3. Reading: understands main ideas from a variety of sources

1. reads simple texts on familiar topics and demonstrates understanding of main ideas and of how words, common grammatical structures, and punctuation convey meaning **(Sc 9 & 12)**
2. uses basic reading strategies to make sense of written texts as part of an assignment, and occasionally chooses and reads short texts for enjoyment and information **(Sc 10 & 11)**

C.9.4. Writing: communicates in a variety of forms

1. writes short texts on familiar topics using familiar vocabulary, simple grammatical structures, and appropriate punctuation, with some errors **(Sc 13 & 16)**
2. uses the stages of the writing process with extensive guidance and adjusts the language to suit the intended audience **(Sc 14 & 15)**

C.9.5. Demonstrates positive attitude and effort

1. participates in classroom routines and accepts responsibility for learning
2. exhibits appropriate social skills and demonstrates respect for self and others

Note: The code in brackets which follows each outcome refers to the FSL outcomes in the Common Curriculum and in the Provincial Standards document for languages.

Core French
End of Grade 9

C.9.6. Viewing and Representing: interprets and produces a variety of media texts

1. identifies key messages in simple media texts on familiar topics **(Sc 17)**
2. views media texts in the language for academic purposes or for enjoyment, making occasional connections to personal experience **(Sc 18)**
3. selects an appropriate medium and produces simple texts for a specified purpose and audience, working individually or in groups **(Sc 19)**
4. identifies and uses basic features of media texts to interpret such texts, to produce simple texts, and to detect bias **(Sc 20)**

C.9.7. Language for Learning: uses basic conventions of the language

1. uses previously-acquired language-learning techniques and strategies to learn another language **(Sc 21)**
2. describes and uses basic conventions of the language, and compares these conventions with those of other languages **(Sc 22)**

C.9.8. Cultural Understanding: demonstrates awareness and knowledge of francophone cultures

1. demonstrates awareness of the need to use language with sensitivity when talking about own and others' culture, community, and linguistic heritage **(Sc 23)**
2. identifies countries and regions where the language is spoken and describes some well-known contributions of individuals from these countries and regions to Canada and the world **(Sc 24)**
3. identifies some well-known historical or artistic traditions of the countries and regions where the language is spoken, and demonstrates awareness of some major contemporary issues or cultural activities in these countries or regions **(Sc 25)**
4. demonstrates some understanding of the importance of second-language learning for personal growth and career opportunities in Canada and in a global society **(Sc 26)**

C.9.9. Language Knowledge: demonstrates awareness and control of required grammar concepts

- verb tenses - présent, passé composé, futur proche
- verbs - **er, ir, re,** avoir, être, faire, aller, dire, sortir, partir, venir, voir
- modal verbs + infinitive (vouloir, pouvoir, devoir)
- formal and informal commands
- subject / verb agreement
- adjective agreement / position
- subject and direct object pronouns (meaning and form)
- negation
- interrogatives and forms of questioning
- relative pronouns **qui/que**

Note: The outcomes for **Viewing and Representing, Language for Learning, Cultural Understanding and Language Knowledge** will be demonstrated and measured within the four skill areas(Listening, Speaking, Reading, Writing), but they will not appear as specific categories on the report card.

Reporting Statements and Learning Outcomes

Immersion French
End of Grade 9

I.9.1. Listening: readily understands spoken French

1. demonstrates understanding of a variety of oral texts **(SI 1 & 2)**
2. distinguishes a variety of elements of the language and understands the meaning conveyed even when the language is spoken in different accents and at different rates **(SI 3)**

I.9.2. Speaking: expresses ideas clearly and fluently

1. expresses ideas, feelings, and opinions with appropriate intonation and pronunciation using varied vocabulary and grammatical structures **(SI 4 & 8)**
2. uses both formal and colloquial speech appropriately, in keeping with the audience and the situation **(SI 5, 6 & 7)**

I.9.3. Reading: understands and interprets ideas from a variety of authentic francophone sources

1. reads and demonstrates understanding of a wide variety of texts **(SI 9 & 12)**
2. chooses independently and reads for enjoyment and information a wide variety of texts in the language **(SI 10 & 11)**

I.9.4. Writing: expresses ideas clearly for a variety of purposes and audiences

1. writes a wide variety of texts to express ideas, feelings, and opinions using varied vocabulary and grammatical structures, as well as appropriate punctuation, with some errors **(SI 13 & 16)**
2. uses the stages of the writing process and adjusts the language, form, and style of writing to suit the intended audience and purpose **(SI 14 & 15)**

I.9.5. Demonstrates positive attitude and effort: uses French consistently as a means of daily communication in class

1. accepts responsibility for learning and participates in classroom routines using French consistently as a means of communication
2. exhibits appropriate social skills and demonstrates respect for self and others

Note: The code in brackets which follows each outcome refers to the FSL outcomes in the Common Curriculum and in the Provincial Standards document for languages.

Reporting Statements and Learning Outcomes

Immersion French
End of Grade 9

I.9.6. Viewing and Representing: interprets and produces a variety of media texts

1. identifies and explains key messages and supporting details in a variety of media texts **(SI 17)**
2. selects and views a variety of media texts for enjoyment and information, and expresses a variety of responses that involve general knowledge, personal experience and knowledge of media **(SI 18)**
3. plans and produces a variety of texts using appropriate media for different purposes and audiences, working individually or in groups **(SI 19)**
4. uses various features of media texts to interpret and produce a variety of such texts and to detect bias **(SI 20)**

I.9.7. Language for Learning: uses, analyses and compares basic conventions of language

1. uses the language for many purposes and reflects on these various uses of language **(SI 21)**
2. compares and analyses various aspects of first, second, or third languages **(SI 22)**

I.9.8. Cultural Understanding: demonstrates awareness and knowledge of the interrelationship between language and culture

1. forms opinions based on a critical evaluation of the ideas and information obtained through listening, reading, and viewing, and expresses these opinions using bias-free language **(SI 23)**
2. identifies countries and regions where the language is spoken and discusses a variety of contributions of individuals from these countries and regions to Canada and the world **(SI 24)**
3. describes major historical and artistic traditions of the countries and regions where the language is spoken, and participates in related cultural activities and discussions of social and political issues **(SI 25)**
4. demonstrates understanding of the importance of second-language learning for personal growth and career opportunities in Canada and in a global society **(SI 26)**

I.9.9. Language Knowledge: demonstrates awareness and control of required grammar concepts

- See list attached.

Note: The outcomes for **Viewing and Representing, Language for Learning, Cultural Understanding** and **Language Knowledge** will be demonstrated and measured within the four skill areas (Listening, Speaking, Reading, Writing), but they will not appear as specific categories on the report card.

Reporting Statements and Learning Outcomes

Geography

G.9.1. Understands and values the relationship between human activity and the environment.

1. Describes environmental cause-and-effect relationships that occur on regional and global scales, explains how or why they occur, and suggest possible solutions to environmental problems.
2. Explains the effects of their use of food, shelter, and clothing materials from different sources on regional, national, and global environments and societies.
3. Analyzes the attitudes of various groups towards the natural environment, and assesses the impact of those attitudes.

G.9.2. Understands why geographic diversity exists and how it affects people on a local, national, and global scale.

1. Analyses an aspect of Canada's environmental and socio-economic diversity.
2. Analyses the relationship between a global issue and political, social, cultural, economic, and physical patterns.
3. Analyses the ways in which diverse groups have contributed to the historical, cultural, and economic development of Canada.

G.9.3. Uses models and theories to understand natural and human made systems.

1. Analyses the interconnections among natural and human-made aspects of a system or process, and suggests ways in which changes to any aspect will affect the other aspect.

G.9.4. Understands Canada's relationship with the global community.

1. Describes interrelationships among the resources, people, and products of the world.
2. Assesses the role of Canada in international affairs.

G.9.5. Acquires, processes, and communicates geographic information co-operatively and individually.

1. Makes and uses a variety of graphs, maps, charts, and diagrams to represent and analyze information.
2. Evaluates data from a variety of sources for relevance and bias.
3. Uses and assesses a wide range of forms and media to report on research.

G.9.6. Demonstrates positive attitude and effort.

1. Identifies and applies personal qualities and skills that contribute to success in school and in the workplace.
2. Evaluates the effectiveness of a variety of learning strategies, using self-assessment as well as the assessments of teachers and peers.
3. Uses a variety of social skills as a regular part of daily life and assesses their effectiveness.

Reporting Statements and Learning Outcomes

Guidance

N.9.1. Evaluates effectiveness of a variety of learning strategies, using self assessment as well as the assessments of teachers and peers.

1 Demonstrates the knowledge of study skills.
2 Organizes work and time effectively.
3 Identifies effective study and test writing skills.

N.9.2. Analyses ways in which abilities, interests and aspirations may be relevant to their future educational and career opportunities.

1 Identifies available educational choices.
2 Identifies strategies to overcome barriers due to gender, race, class, or disability.
3 Explores career opportunities.
4 Develops a personal resumé.

N.9.3. Identifies and applies personal qualities and skills that contribute to success in school and in the workplace.

1 Demonstrates self-discipline, independence, co-operativeness, perseverance, entrepreneurial skills.
2 Appreciates and respects individual uniqueness.

N.9.4. Demonstrates positive attitude and effort.

1 Accepts responsibility for the learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

Reporting Statements and Learning Outcomes

History

H.9.1. Understands and applies historical concepts of chronology, cause and effect, change and continuity.

1. Describes the nature of change and its potential for improving life.
2. Analyses the methods used by some individual Canadians in the past and the present to bring about changes in specific political and/or social conditions.

H.9.2. Demonstrates an understanding of responsible citizenship.

1. Describes the origins and structure of a public and a private sector institution in Canada, and analyses its connections to other institutions and to individuals.
2. Analyses power relationships in the past and in the present between individuals, groups, or countries.

H.9.3. Uses knowledge of the Canadian past to gain insight into the present and the future.

1. Demonstrates an understanding of the ways in which their own cultural traditions have shaped them, and an appreciation of their own uniqueness and that of others.
2. Analyses ways in which diverse groups have contributed to the historical, cultural, and economic development of Canada.
3. Analyses the ways in which immigration has influenced and continues to influence Canadian society.
4. Analyses an issue that relates to Canada's future as a nation.

H.9.4. Acquires , processes and communicates historical information.

1. Uses and assesses a wide range of forms and media to report on research.
2. Evaluates data from a variety of sources for relevance and bias.

H.9.5. Demonstrates positive attitude and effort.

1. Uses a variety of social skills as a regular part of daily life and assesses their effectiveness.
2. Evaluates the effectiveness of a variety of learning strategies, using self-assessment as well as the assessments of teachers and peers.
3. Identifies and applies personal qualities and skills that contribute to success in school and in the workplace.

Introduction to Keyboarding

K.9.1. Uses technology appropriately to access, manage, analyze, and disseminate information.

1 Demonstrates correct touch-typing techniques.
2 Inputs information at a rate of speed necessary to communicate effectively.
3 Inputs information at a level of accuracy necessary to communicate effectively.
4 Sets and achieves realistic individual goals to enhance his/her speed and accuracy skills.
5 Uses appropriate word processing and desktop publishing software in the collection, storage, processing, and communication of data.

K.9.2. Creates documents using various keying formats.

1 Uses appropriate function keys to organize data.
2 Demonstrates familiarity with a range of forms and uses them for a variety of purposes.
3 Produces personal and business style letters with accompanying envelope or address label.
4 Prepares a correctly formatted resume and files it electronically for future use.
5 Prepares an essay or report formatted to accepted standards for his/her school.

K.9.3. Demonstrates positive attitude and effort.

1 Identifies and applies personal qualities and skills that contribute to success in school and in the workplace.
2 Collaborates in the design of and participates in classroom routines.
3 Demonstrates respect for self and others.

Reporting Statements and Learning Outcomes

Mathematics

M.9.1. Applies problem solving strategies to both new and familiar situations.

1 Applies a variety of problem solving strategies, singly or in combination.
2 Communicates solutions effectively.
3 Estimates the answer to a problem before starting and judges the reasonableness of solutions.

M.9.2. Demonstrates and applies accurate computational skills.

1 Uses mental mathematics and estimation to make decisions.
2 Uses appropriate methods of computation involving whole numbers, decimals, and fractions and applies them in problem solving situations.
3 Uses appropriate methods of computation involving integers and rational numbers and applies them in problem solving situations.
4 Evaluates powers and square roots and applies the Pythagorean Theorem.
5 Uses the concepts of ratio, rate, and percent and applies them in problem solving situations.

M.9.3. Recognizes and applies the properties of two and three dimensional figures.

1 Applies angle relationships in polygons, circles, and intersecting, parallel, and perpendicular lines.
2 Identifies and sketches three-dimensional objects and constructs them from their top, side, and front views.
3 Identifies and applies transformations.

M.9.4. Develops, identifies and applies the procedures for measurement.

1 Demonstrates a knowledge of the metric system and makes conversions within the system.
2 Develops and applies formulas for the perimeter and area of figures.
3 Develops and applies formulas for the surface area and volume of solids.

M.9.5. Uses patterning and algebra to solve problems.

1 Develops the concepts of a variable, an expression, and an equation.
2 Manipulates algebraic expressions and applies the distributive property.
3 Solves linear equations by informal and formal methods and solves problems using equations.
4 Substitutes into formulas and expressions and simplifies the resulting expression.
5 Graphs relations.

M.9.6. Collects, organizes, displays and interprets data.

1 Reads and analyzes tables, charts and graphs.
2 Determines the mean, median and mode of collected data.
3 Constructs bar, line, and circle graphs to represent data.
4 Determines the probability of events.

M.9.7. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

Reporting Statements and Learning Outcomes

Music

U.9.1. Understands and applies the language of music.

1. Reads, writes and understands musical notation.
2. Applies appropriate technology to enhance musical understanding.

U.9.2. Experiences the creative process through music.

1. Performs music with accuracy.
2. Performs independently and collaboratively.
3. Translates sounds into symbols.
4. Translates symbols into sounds.
5. Exhibits creativity in music.
6. Uses, maintains and stores musical equipment with care and attention to safety.

U.9.3. Responds to, and evaluates a variety of musical works.

1. Listens to music with focused attention.
2. Expresses aesthetic appreciation of music.
3. Analyzes music using appropriate language.
4. Recognizes stylistic characteristics that are unique to musical works from a variety of countries, cultures and historical periods.
5. Understands and appreciates the universality of the elements of music.
6. Uses knowledge and skills developed in music activities to explore, create and communicate in other curriculum areas.

U.9.4 Demonstrates positive attitude and effort.

1. Participates in classroom routines.
2. Accepts responsibility for learning.
3. Demonstrates respect for self and others.

Reporting Statements and Learning Outcomes

Physical and Health Education

P.9.1. Participates in a wide range of daily physical activities and assesses their benefits.

1 Experiences dance activities; gymnastics; individual and group activities; fitness and outdoor activities; aquatics (where facilities and expertise permit).
2. Assesses the benefits of these various activities.

P.9.2. Assesses, achieves and maintains physical fitness.

1 Performs activities to maintain target heart rate.
2 Understands how frequency, duration and intensity of exercise affect cardiovascular development.
3 Explains to others the importance of warm-ups.
4 Knows the benefits of stretching exercises.

P.9.3. Distinguishes between healthy and unhealthy lifestyles and makes choices that contribute to personal well-being.

1 Compares a nutritious diet to a fad diet.
2. Contrasts sensible eating habits to overeating or refusing food.
3. Recognizes that diet and regular physical activity are life-long needs.

P.9.4. Understands and analyses rules, strategies and appropriate behaviour for selected activities in order to maintain a safe environment.

1 Understands the purpose of rule making and shares in the process.
2. Identifies and employs safe behaviour.
3. Understands how tactics and strategies are defined by the rules of any given activity.

P.9.5. Interprets information and analyses issues related to physical, emotional, and social aspects of sexuality.

1. Identifies and assesses factors that influence personal decision making in relation to sexuality.
2. Understands the philosophy of sexual abstinence.
3. Understands the implications of HIV/AIDS infection.
4. Understands how to control the increase of sexually transmitted diseases.
5. Recognises that contraception is a means of controlling human reproduction.

P.9.6. Analyses issues concerning the use/abuse of alcohol, tobacco, drugs and other substances.

1. Identifies and assesses the factors that influence personal decision making in relation to drug use, misuse, and abuse.
2. Understands foetal alcohol syndrome.
3. Understands the implications of impaired driving.
4. Understands the adverse effects of tobacco use.
5. Understands the difference between prescription and non-prescription drugs.

P.9.7. Demonstrates positive attitude and effort.

1. Accepts responsibility for learning.
2. Participates in classroom routines.
3. Demonstrates respect for self and others.

Reporting Statements and Learning Outcomes

Science

S.9.1. Locates, processes and communicates scientific information.

1 Gathers data from a wide variety of sources, analyzes and interprets this data.
2 Develops presentations using a variety of media.
3 Enters and retrieves data accurately.
4 Asks questions and pursues answers through independent inquiry and research.
5 Uses calculators and computers to explore patterns and relationships, and solve problems.
6 Recognizes and understands the contributions of scientists, especially Canadians.

S.9.2. Investigates science problems experimentally.

1 Identifies and defines a problem, or asks a question, then formulates a solution or explanation after careful consideration of possible alternatives.
2 Plans and designs an experiment that safely demonstrates or develops a relationship / principle or tests a tentative explanation or a problem.
3 Safely assembles, uses and dismantles a variety of tools and laboratory instruments.
4 Makes and records accurate observations (including measurements and drawings).

S.9.3. Applies scientific knowledge and skills.

1 Understands scientific concepts associated with various environments.
2 Uses and evaluates scientific models and theories.
3 Analyzes products, processes and systems using scientific laws, principles and skills.
4 Identifies the relationship between various technologies and their underlying scientific principles.

S.9.4. Makes decisions on societal issues using scientific principles.

1 Works individually and in groups to investigate and make decisions about personal and societal problems.
2 Evaluates a variety of perspectives before making judgments.
3 Identifies and discuss the practical values of materials and tools used in solving technological problems.

S.9.5. Uses appropriately and with accuracy, language, models, and symbols of science.

1 Tabulates data and records observations.
2 Organizes information using a variety of methods, technologies and models; sketches, graphs, checklists and charts.
3 Shares information and expresses ideas using suitable scientific and technological vocabulary.
4 Uses appropriate oral, written and pictorial symbols to communicate scientific and technological information.

S.9.6. Explains and evaluates relations between humans and the natural environment.

1 Explains how organisms interact with the environment.
2 Identifies and describes environmental problems and acts on possible solutions.
3 Predicts changes in the environment by analyzing processes and trends.
4 Identifies and communicates a variety of environmental values.

S.9.7. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

Reporting Statements and Learning Outcomes

Technological Education

T.9.1. Demonstrates the effective use of technology and technological fundamentals.

1 Uses various materials and procedures in production.
2 Identifies the relationship and application of Math, Science and Technological concepts and systems to the needs of society.
3 Understands technological structures, devices, mechanisms, systems and machines, and describes their operation in appropriate language.
4 Relates technological issues to commercial enterprises, manufacturing and service industries as well as to educational, personal and career opportunities.
5 Interprets technical manuals and instructions.

T.9.2. Uses a variety of strategies and technologies to solve problems.

1 Recognizes a need or opportunity for a product, process, or system.
2 Generates ideas individually and/or collaboratively.
3 Develops a plan of action, using a design process or problem-solving model.
4 Produces desired results that meet functional and aesthetic requirements.
5 Develops a product, process or system which matches the original intention and need.
6 Evaluates and makes modification to the product, process or system to incorporate new ideas and to overcome deficiencies.

T.9.3. Demonstrates the abilities to work collaboratively and independently.

1 Participates in co-operative learning and shared enterprises.
2 Perseveres with team work and negotiations to resolve differences of opinion.
3 Develops personal values, strengths and abilities, and utilizes time management skills.
4 Prepares personal explanations of solutions.
5 Carries out all responsibilities to the completion of the task.

T.9.4. Describes ways in which technology influences the environment and society.

1 Explains basic environmental consequences of technological processes and product.
2 Describes the impact of technological developments on society and on the economy.
3 Demonstrates basic waste reduction, conservation and recycling practices.
4 Uses mathematical, scientific and technological knowledge and skills to investigate environmental issues.
5 Investigates the ethical, social and economic issues involved in developing and applying technologies.

T.9.5. Uses various resources and technologies to process and communicate information.

1 Uses established technical terms and symbols of planning, organizing and communicating information and ideas.
2 Uses diagrams, drawings, simulations, role playing, models, appropriate software and hardware throughout the designing and production stages.
3 Presents outcomes in oral, written and graphical forms.
4 Gathers, analyzes, and interprets information from a variety of sources, makes decisions based on it, and communicates these findings using appropriate media.
5 Uses computers, CD-ROM, video, and other technologies to process information and to develop multi-media and other graphical presentations.

T.9.6. Demonstrates appropriate safe shop practices and procedures.

1 Safely uses and maintains shop tools and equipment.
2 Follows appropriate safe housekeeping procedures in the shop.
3 Exhibits appropriate behaviour while working in the shop.
4 Employs approved environmental safety procedures in the handling, use and disposal of various materials.

T.9.7. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

Visual Arts

V.9.1. Produces and communicates through visual arts.

1 Plans, produces and shares art work.
2 Expresses thoughts, ideas and feelings through the language of visual arts.

V.9.2. Responds to a variety of art works.

1 Analyses a variety of art works.
2 Evaluates a variety of art works.

V.9.3. Understands the history and the role of visual arts.

1 Identifies the contributions to visual arts made by Canadians and others.
2 Demonstrates an awareness of the influences on Canadian and international art.
3 Demonstrates an awareness of the varying role of visual arts.

V.9.4. Demonstrates positive attitude and effort.

1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

APPENDIX III

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

HILL PARK SECONDARY
PROGRESS REPORT
MATHEMATICS - GRADE 9

STUDENT NAME STUDENT NO. TEACHER HOME FORM	PROGRAM REGULAR ☐ ALTERNATIVE ☐	CODE 3 EXCEEDING EXPECTATIONS 2 MEETING EXPECTATIONS 1 NOT MEETING EXPECTATIONS NA NOT YET ADDRESSED

REPORTING STATEMENT — THE LEARNING OUTCOMES ASSOCIATED WITH EACH REPORTING STATEMENT ARE LISTED ON THE REVERSE SIDE OF THIS FORM	STUDENT PERFORMANCE TERM 1	TERM 2	FINAL
Applies problem solving strategies to both new and familiar situations.			
Demonstrates and applies accurate computational skills.			
Recognizes and applies the properties of two and three dimensional figures.			
Develops, identifies and applies the procedures for measurement.			
Uses patterning and algebra to solve problems.			
Collects, organizes, displays and interprets data.			
Demonstrates positive attitude and effort.			

TEACHER'S COMMENTS: TERM 1

DATE: _____

TEACHER SIGNATURE: _____

MARK	MEDIAN	CLASSES MISSED	LATES

RECOMMENDED ACTIONS

- After/Before School Help ☐
- Increased Classroom Participation ☐
- More Attention to Homework ☐
- Make Better Use of Class Time ☐
- Parent/Teacher Conference Requested ☐
- (Other) _____ ☐

TEACHER'S COMMENTS: TERM 2

DATE: _____

TEACHER SIGNATURE: _____

MARK	MEDIAN	CLASSES MISSED	LATES

RECOMMENDED ACTIONS

- After/Before School Help ☐
- Increased Classroom Participation ☐
- More Attention to Homework ☐
- Make Better Use of Class Time ☐
- Parent/Teacher Conference Requested ☐
- (Other) _____ ☐

TEACHER'S COMMENTS: FINAL

DATE: _____

TEACHER SIGNATURE: _____

MARK	MEDIAN	CLASSES MISSED	LATES

☐ THIS SUBJECT HAS BEEN SUCCESSFULLY COMPLETED AND THE RECOMMENDED PLACEMENT FOR NEXT YEAR IS

☐ ADVANCED ☐ GENERAL ☐ BASIC

☐ THIS SUBJECT HAS NOT BEEN SUCCESSFULLY COMPLETED (SEE TEACHER'S COMMENTS)

This copy of the progress report should be retained for future reference. The original or an exact copy has been placed in the student's Ontario Student Record folder and will be retained for five years after the student retires from school. Every effort has been made to ensure that all entries are a clear indication of the achievement of the student. If you wish to review the information contained in the OSR folder, please contact the principal. Each student and the parent(s) or guardian(s) of a student who is not an adult are entitled to have access to the student's OSR.

After receiving your copy of the student's report, please sign the report envelope and return the envelope to the school. The report is yours to keep.

PROGRAM CODE

REGULAR	-	THIS STUDENT IS FOLLOWING THE REGULAR PROGRAM FOR THIS LEVEL.
ALTERNATIVE	-	THE LEARNING OUTCOMES OR THE INDICATORS ASSOCIATED WITH THEM HAVE BEEN ADAPTED FOR THIS STUDENT

STUDENT PERFORMANCE CODE

EXCEEDING EXPECTATIONS	-	STUDENT IS FUNCTIONING BEYOND THE RANGE OF INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE
MEETING EXPECTATIONS	-	STUDENT IS FUNCTIONING WITHIN THE RANGE OF INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE
NOT MEETING EXPECTATIONS	-	STUDENT IS FUNCTIONING BELOW THE RANGE OF INDICATORS OF SUCCESSFUL STUDENT PERFORMANCE
NOT YET ADDRESSED	-	STUDENT HAS NOT YET HAD THE OPPORTUNITY TO DEVELOP OR DEMONSTRATE THE LEARNING OUTCOME

MEDIAN - THE MIDDLE MARK (ONE-HALF OF THE STUDENTS' MARKS ARE ABOVE THE MEDIAN AND ONE-HALF OF THE STUDENTS' MARKS ARE BELOW THE MEDIAN)

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)
To obtain an OSSD a student must successfully complete: a) the grade 9 program, and b) a minimum of 22 credits in Grades 10 to 12/OAC's including the following compulsory credits: English (4), Math(1), Science (1), Canadian History/Geography (1), Business or Technological Studies (1), Senior Division Social Science (1).

Mathematics - Reporting Statements and Learning Outcomes

M.9.1. Applies problem solving strategies to both new and familiar situations.
1 Applies a variety of problem solving strategies, singly or in combination.
2 Communicates solutions effectively.
3 Estimates the answer to a problem before starting and judges the reasonableness of solutions.

M.9.2. Demonstrates and applies accurate computational skills.
1 Uses mental mathematics and estimation to make decisions.
2 Uses appropriate methods of computation involving whole numbers, decimals, and fractions and applies them in problem solving situations.
3 Uses appropriate methods of computation involving integers and rational numbers and applies them in problem solving situations.
4 Evaluates powers and square roots and applies the Pythagorean Theorem.
5 Uses the concepts of ratio, rate, and percent and applies them in problem solving situations.

M.9.3. Recognizes and applies the properties of two and three dimensional figures.
1 Applies angle relationships in polygons, circles, and intersecting, parallel, and perpendicular lines.
2 Identifies and sketches three-dimensional objects and constructs them from their top, side, and front views.
3 Identifies and applies transformations.

M.9.4. Develops, identifies and applies the procedures for measurement.
1 Demonstrates a knowledge of the metric system and makes conversions within the system.
2 Develops and applies formulas for the perimeter and area of figures.
3 Develops and applies formulas for the surface area and volume of solids.

M.9.5. Uses patterning and algebra to solve problems.
1 Develops the concepts of a variable, an expression, and an equation.
2 Manipulates algebraic expressions and applies the distributive property.
3 Solves linear equations by informal and formal methods and solves problems using equations.
4 Substitutes into formulas and expressions and simplifies the resulting expression.
5 Graphs relations.

M.9.6. Collects, organizes, displays and interprets data.
1 Reads and analyzes tables, charts and graphs.
2 Determines the mean, median and mode of collected data.
3 Constructs bar, line, and circle graphs to represent data.
4 Determines the probability of events.

M.9.7. Demonstrates positive attitude and effort.
1 Accepts responsibility for learning.
2 Participates in classroom routines.
3 Demonstrates respect for self and others.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

GRADES 1 - 8
JUNE 1995
(FIELD TEST VERSION)

REPORTING STATEMENTS AND LEARNING OUTCOMES

1995/06/07
PROGRAM SERVICES DEPARTMENT
/DESKTOP PUBLISHING PAT BINKLEY

PROGRAM

Mathematics – Grade 1

M.1.1 Uses a problem solving process in both new and familiar situations.

1 Uses a variety of problem solving strategies.
2 Explores problems using the inquiry process.
3 Demonstrates attention to accuracy, persistence, and creativity in conducting an investigation.
4 Works constructively with others on projects.

M.1.2 Demonstrates and applies accurate computational skills.

1 Recognizes, describes and develops sets and number patterns.
2 Counts, reads, writes, and estimates whole numbers.
3 Identifies, represents and applies place value concepts.
4 Adds and subtracts whole numbers.
5 Identifies and represents fractions.

M.1.3 Recognizes and applies the properties of two and three dimensional figures.

1 Identifies, classifies, names and describes two dimensional and three dimensional shapes.
2 Identifies and classifies three dimensional shapes.
3 Creates and describes geometric patterns in two and three dimensions.
4 Recognizes symmetry.
5 Explains movements that take an object and people from one position to another.

M.1.4 Develops, identifies and applies the procedures for measurement.

1 Uses non-standard units to compare objects (length, area, mass, capacity/volume, temperature).
2 Recognizes and creates patterns in measurement.
3 Identifies coins and their value.
4 Recognizes non-standard and standard uses of time.
5 Applies appropriate vocabulary to estimate and measure.

M.1.5 Collects, organizes, interprets and displays data.

1 Collects, sorts and tabulates data.
2 Displays and records data on pictographs and bar graphs.
3 Interprets displayed data.
4 Uses data and the concept of chance to make reasonable predictions.

Mathematics – Grade 2

M.2.1 Uses a problem solving process in both new and familiar situations.

1 Uses a variety of problem solving strategies.
2 Explores problems using the inquiry process.
3 Demonstrates attention to accuracy, persistence, and creativity in conducting an investigation.
4 Works constructively with others on projects.

M.2.2 Demonstrates and applies accurate computational skills.

1 Recognizes, describes and develops sets and number patterns.
2 Reads, counts, writes, and estimates whole numbers.
3 Identifies, represents and applies place value concepts.
4 Adds, subtracts, multiplies and divides whole numbers.
5 Identifies and represents fractions.

M.2.3 Recognizes and applies the properties of two and three dimensional figures.

1 Identifies, classifies, names and describes two dimensional and three dimensional shapes.
2 Identifies and constructs two dimensional and three dimensional shapes.
3 Creates and describes geometric patterns in two dimensions.
4. Recognizes and models symmetry.
5 Explains movements that take an object and people from one position to another.

M.2.4 Develops, identifies and applies the procedures for measurement.

1 Estimates and measures length, perimeter, area, mass, volume/capacity, time, temperature, using non-standard and standard units.
2 Uses coins to make and record change.
3 Selects an appropriate unit to use for estimation and measurement.

M.2.5 Collects, organizes, interprets and displays data.

1 Collects, sorts and tabulates data.
2 Displays and records data on pictographs and bar graphs.
3 Interprets displayed data.
4 Uses data and the concept of chance to make reasonable predictions.

Mathematics – Grade 3

M.3.1 Uses a problem solving process in both new and familiar situations.

1 Uses a variety of problem solving strategies.
2 Follows a model for problem solving.
3 Demonstrates attention to accuracy, persistence, and creativity in conducting an investigation.
4 Works constructively with others on projects.

M.3.2 Demonstrates and applies accurate computational skills.

1 Recognizes, describes and develops sets and number patterns.
2 Counts, reads, writes, and estimates whole numbers.
3 Identifies, represents and applies place value concepts.
4 Adds, subtracts, multiplies and divides whole numbers.
5 Identifies and represents fractions and decimals.

M.3.3 Recognizes and applies the properties of two and three dimensional figures.

1 Identifies, classifies, names and describes two dimensional and three dimensional shapes.
2 Identifies and constructs two dimensional and three dimensional shapes.
3 Creates and describes geometric patterns in two dimensions.
4. Recognizes and models symmetry.
5 Explains movements that take an object and people from one position to another.

M.3.4 Develops, identifies and applies the procedures for measurement.

1 Estimates and measures length, perimeter, area, mass, volume/capacity, time, temperature, using non-standard and standard units.
2 Uses coins and paper money to make and record change.
3 Selects an appropriate unit to use for estimation and measurement.

M.3.5 Collects, organizes, interprets and displays data.

1 Collects, sorts and tabulates data.
2 Displays and records data on pictographs and bar graphs.
3 Interprets displayed data.
4 Uses data and the concept of chance to make reasonable predictions.

Mathematics – Grade 4

M.4.1 Applies problem solving strategies to both new and familiar situations.

1 Understands and uses a variety of problem solving strategies.
2 Follows a model for problem solving.
3 Uses estimation to judge the reasonableness of a solution.
4 Solves and poses a variety of routine and non-routine problems.

M.4.2 Demonstrates and applies accurate computational skills.

1 Reads, writes, rounds and orders whole numbers.
2 Uses paper and pencil to add, subtract, multiply and divide whole numbers.
3 Uses paper and pencil to add and subtract decimals and fractions.
4 Uses mental mathematics and estimation to solve problems involving whole numbers.
5 Solves a wide variety of single and multi-step problems drawn from school and everyday situations.
6 Uses a calculator as a mathematical tool.
7 Recognizes, describes and develops number and geometric patterns.

M.4.3 Recognizes and applies the properties of two and three dimensional figures.

1 Identifies, classifies, names and describes two dimensional and three dimensional shapes.
2 Identifies and constructs three-dimensional shapes.
3 Identifies and uses lines of symmetry.
4 Identifies congruent and similar figures.
5 Investigates and compares angles.

M.4.4 Develops, identifies and applies the procedures for measurement.

1 Estimates and measures length, area, mass, capacity, time, and temperature using standard units.
2 Uses coins and paper money to make and record change.
3 Selects an appropriate unit to use for estimation and measurement.
4 Uses measurement concepts to solve everyday problems.

M.4.5 Collects, organizes, interprets and displays data.

1 Interprets displayed data.
2 Collects, sorts and tabulates data.
3 Displays and records data on pictographs and bar graphs.
4 Uses data and the concept of chance to make reasonable predictions.

Mathematics – Grade 5

M.5.1 Applies problem solving strategies to both new and familiar situations.

1 Understands and uses a variety of problem solving strategies.
2 Follows a model for problem solving.
3 Uses estimation to judge the reasonableness of a solution.
4 Solves and poses a variety of routine and non-routine problems and inquiries.

M.5.2 Demonstrates and applies accurate computational skills.

1 Uses paper and pencil to add, subtract, multiply and divide whole numbers.
2 Uses paper and pencil to add, subtract, multiply and divide decimals and fractions.
3 Uses mental mathematics and estimation to solve problems involving whole numbers.
4 Uses paper and pencil and a calculator to solve a variety of single and multi-step problems.
5 Identifies, describes, extends, and creates a variety of patterns derived from number and geometric concepts.

M.5.3 Recognizes and applies the properties of two and three dimensional figures.

1 Identifies, classifies and draws two-dimensional figures.
2 Identifies three-dimensional shapes.
3 Identifies lines and planes of symmetry.
4 Identifies and draws congruent figures.
5 Defines geometric terms and classifies, measures, draws and constructs angles.

M.5.4 Develops, identifies and applies the procedures for measurement.

1 Estimates and measures length, area, mass, capacity/volume, time, and temperature using standard units.
2 Identifies, compares and uses coins and paper money.
3 Identifies formula for the area of a rectangle.
4 Selects and appropriate unit to use for estimation and measurement.
5 Uses measurement concepts to solve everyday problems.

M.5.5 Collects, organizes, displays and interprets data.

1 Interprets and compares displayed data.
2 Collects, sorts and tabulates data.
3 Displays and records data using pictographs and bar graphs.
4 Uses concepts of chance and data from experiments to make predictions.

Mathematics – Grade 6

M.6.1 Applies problem solving strategies to both new and familiar situations.

1 Understands and uses a variety of problem solving strategies.
2 Follows a process or model for problem solving.
3 Uses estimation to judge the reasonableness of solutions.
4 Solves and poses a variety of routine and non-routine problems.

M.6.2 Demonstrates and applies accurate computational skills.

1 Uses paper and pencil to add, subtract, multiply and divide whole numbers.
2 Uses paper and pencil to add, subtract, multiply and divide decimals and fractions.
3 Uses mental mathematics and estimation to solve problems involving whole numbers and decimals.
4 Uses paper and pencil or a calculator to solve a variety of single and multi-step problems.
5 Identifies, describes, extends, and creates a variety of patterns derived from number and geometric concepts.

M.6.3 Recognizes and applies the properties of two and three dimensional figures.

1 Identifies, classifies and draws two-dimensional figures.
2 Identifies, and classifies three dimensional shapes.
3 Identifies lines of symmetry and planes of symmetry.
4 Investigates congruent figures and transformation of figures.
5 Plots points on the Cartesian plane.
6 Identifies and constructs perpendicular and parallel lines.

M.6.4 Develops, identifies and applies the procedures for measurement.

1 Estimates and measures length, perimeter, area, volume, mass, capacity, time, and temperature.
2 Uses coins and paper money to make and record change.
3 Identifies and uses the formulas for the perimeter and area of a square, rectangle, and triangle, and the volume of a cuboid.
4 Selects an appropriate unit to use for estimation and measurement.
5 Uses measurement to solve everyday problems.

M.6.5 Collects, organizes, displays, and interprets data.

1 Reads and interprets information from bar graphs, pictographs, broken-line graphs and circle graphs.
2 Conducts surveys to gather data for constructing graphs.
3 Constructs bar graphs, pictographs, and broken-line graphs.
4 Uses data and the concepts of probability to make predictions.

Mathematics – Grade 7

M.7.1 Applies problem solving strategies to both new and familiar situations.

1 Understands and uses a variety of problem solving strategies.
2 Follows a process or model for problem solving.
3 Uses estimation to judge the reasonableness of solutions.
4 Solves and poses a variety of routine and non-routine problems.

M.7.2 Demonstrates and applies accurate computational skills.

1 Uses appropriate methods of computation to add, subtract, multiply and divide whole numbers, decimals, and fractions.
2 Applies appropriate computation methods to percents, integers, and exponents.
3 Uses mental mathematics effectively.
4 Solves a variety of problems involving whole numbers, decimals, fractions, percent, and integers.
5 Uses a calculator effectively.
6 Expresses patterns in words and algebraically.

M.7.3 Recognizes and applies the properties of two and three dimensional figures.

1 Identifies, classifies and draws two and three dimensional figures.
2 Identifies congruent figures.
3 Draws images of figures after tranformations.
4 Completes constructions using a variety of tools.
5 Investigates angle properties of intersecting, parallel, and perpendicular lines.

M.7.4 Develops, identifies and applies the procedures for measurement.

1 Estimates and measures length, area, mass, capacity/volume, time and temperature.
2 Calculates the perimeter and area of figures.
3 Calculates the volume of prisms.

M.7.5 Collects, organizes, displays and interprets data.

1 Interprets displayed data.
2 Uses a variety of methods to gather and organize data for constructing graphs.
3 Constructs and interprets pictographs, bar graphs, and line graphs.
4 Determines probability of events.

Mathematics – Grade 8

M.8.1 Applies problem solving strategies to both new and familiar situations.

1 Understands and uses a variety of problem solving strategies.
2 Follows a process or model for problem solving.
3 Uses estimation to judge the reasonableness of solutions.
4 Solves and poses a variety of routine and non-routine problems.

M.8.2 Demonstrates and applies accurate computational skills.

1 Uses appropriate methods of computation to add, subtract, multiply and divide whole numbers, and to calculate powers and square roots.
2 Uses appropriate methods of computation to add, subtract, multiply and divide fractions, decimals, and integers; calculates percent, rate and ratio.
3 Uses integers, ratio, rate, percent, and fractions to solve problems.
4 Uses a calculator effectively.

M.8.3 Recognizes and applies the properties of two and three dimensional figures.

1 Identifies congruent figures.
2 Draws images of figures after transformations.
3 Completes constructions using a variety of tools.
4 Applies angle properties of intersecting, parallel and perpendicular lines; applies the Pythagorean Theorem.
5 Sketches 3-Dl figures and draws top, front and side views of 3-D figures.

M.8.4 Develops, identifies and applies the procedures for measurement.

1 Estimates and measures length, area, mass, capacity/volume, time and temperature.
2 Calculates the perimeter and area of figures.
3 Calculates the volume of prisms and the surface area of rectangular and triangular prisms.

M.8.5 Collects, organizes, displays and interprets data.

1 Interprets displayed data.
2 Uses a variety of methods to gather and organize data for constructing graphs.
3 Constructs and interprets pictographs, bar graphs, line graphs and circle graphs.
4 Determines the probability of events.

M.8.6 Uses patterning and algebra to solve problems.

1 Describes, analyzes, extends and creates a variety of patterns.
2 Expresses patterns both in words and algebraically.
3 Solves equations by inspection.

LANGUAGE ARTS 1

READING

L.1.1. Reads to understand and interpret a variety of print and non-print materials.

1 Reads print and non-print text to make sense of and to share experiences. (L06)
2 Uses a range of reading strategies to recognize language conventions (vocabulary, phonics, spelling, grammar, simple punctuation). (L10, L12)
3 Uses standard features of text to determine content, locate topics and obtain information across the curriculum. (L11)
4 Identifies and uses different forms of literature and describe them in their own words. (L07)
5 Applies reading strategies to improve their understanding of a text. (L08, L09)
6 Responds to texts using a variety of media. (L08, L20)

WRITING

L.1.2. Writes to communicate ideas in a variety of forms for a variety of purposes.

1 Uses the writing process (prewriting, drafting, editing, revising, publishing). (L15)
2 Applies writing skills across the curriculum. (L13)
3 Uses organization and style in writing. (L13, 14 & 16)
4 Writes in a variety of forms for a variety of purposes. (L13, 14)
5 Uses a variety of resources to verify and correct spelling. (L19)
6 Recognizes main parts of speech and uses the conventions of grammar and mechanics in writing. (L17, 18)

LISTENING

L.1.3. Listens actively for a variety of interpersonal and academic purposes.

1 Listens for enjoyment as well as to acquire and respond to information. (L02)
2 Develops an understanding of language structure through listening. (L01)
3 Applies active listening across the curriculum. (L03, 04)

SPEAKING

L.1.4. Speaks to express ideas, experiences and information in a variety of contexts.

1 Speaks to share, discuss, plan, question, answer, report, tell, retell, rehearse in one to one, small group and whole class situations. (L01, 04)
2 Uses the conventions of language when speaking. (L01, 05)
3 Applies oral language across the curriculum. (L03, 04)

VIEWING AND REPRESENTING

L.1.5. Views and creates to understand and interpret a variety of non-print media.

1 Uses a wide range of media texts for entertainment and information.
2 N/A
3 N/A
4 Distinguishes between real and imaginary material in media texts.
5 Describes what has been viewed, asks questions about what has been seen, and shows respect for the opinions of others.
6 N/A
7 N/A
8 N/A

LANGUAGE ARTS 2

READING

L.2.1. Reads to understand and interpret a variety of print and non-print materials.

1 Reads print and non-print text to make sense of and to share experiences. (L06)
2 Uses a range of reading strategies to recognize language conventions (vocabulary, phonics, spelling, grammar, simple punctuation). (L10, L12)
3 Uses standard features of text to determine content, locate topics and obtain information across the curriculum. (L11)
4 Identifies and uses different forms of literature and describe them in their own words. (L07)
5 Applies reading strategies to improve their understanding of a text. (L08, L09)
6 Responds to texts using a variety of media. (L08, L20)

WRITING

L.2.2. Writes to communicate ideas in a variety of forms for a variety of purposes.

1 Uses the writing process (prewriting, drafting, editing, revising, publishing). (L15)
2 Applies writing skills across the curriculum. (L13)
3 Uses organization and style in writing. (L13, 14 & 16)
4 Writes in a variety of forms for a variety of purposes. (L13, 14)
5 Uses a variety of resources to verify and correct spelling. (L19)
6 Recognizes main parts of speech and uses the conventions of grammar and mechanics in writing. (L17, L18)

LISTENING

L.2.3. Listens actively for a variety of interpersonal and academic purposes.

1 Listens for enjoyment as well as to acquire and respond to information. (L02)
2 Develops an understanding of language structure through listening. (L01)
3 Applies active listening across the curriculum. (L03, 04)

SPEAKING

L.2.4. Speaks to express ideas, experiences and information in a variety of contexts.

1 Speaks to share, discuss, plan, question, answer, report, tell, retell, rehearse in one to one, small group and whole class situations. (L01, 04)
2 Uses the conventions of language when speaking. (L01, 05)
3 Applies oral language across the curriculum. (L03, 04)

VIEWING AND REPRESENTING

L.2.5. Views and creates to understand and interpret a variety of non-print media.

1 Uses a wide range of media texts for entertainment and information.
2 N/A
3 Describes the main characteristics that distinguish personal forms of communication from forms of communication intended for a mass audience.
4 Distinguishes between real and imaginary material in media texts.
5 Describes what has been viewed, asks questions about what has been seen, and shows respect for the opinions of others.
6 Identifies some ways of organizing material in media texts.
7 N/A
8 Identifies different types of texts and some of their characteristics.

LANGUAGE ARTS 3

READING

L.3.1. Reads to understand and interpret a variety of print and non-print materials.

1 Reads print and non-print text to make sense of and to share experiences. (L06)
2 Uses a range of reading strategies to recognize language conventions (vocabulary, phonics, spelling, grammar, simple punctuation). (L10, L12)
3 Uses standard features of text to determine content, locate topics and obtain information across the curriculum. (L11)
4 Identifies and uses different forms of literature and describe them in their own words. (L07)
5 Applies reading strategies to improve their understanding of a text. (L08, L09)
6 Responds to texts using a variety of media. (L08, L20)

WRITING

L.3.2. Writes to communicate ideas in a variety of forms for a variety of purposes.

1 Uses the writing process (prewriting, drafting, editing, revising, publishing). (L15)
2 Applies writing skills across the curriculum. (L13)
3 Uses organization and style in writing. (L13, 14 & 16)
4 Writes in a variety of forms for a variety of purposes. (L13, 14)
5 Uses a variety of resources to verify and correct spelling. (L19)
6 Recognizes main parts of speech and uses the conventions of grammar and mechanics in writing. (L17, 18)

LISTENING

L.3.3. Listens actively for a variety of interpersonal and academic purposes.

1 Listens for enjoyment as well as to acquire and respond to information. (L02)
2 Develops an understanding of language structure through listening. (L01)
3 Applies active listening across the curriculum. (L03, 04)

SPEAKING

L.3.4. Speaks to express ideas, experiences and information in a variety of contexts.

1 Speaks to share, discuss, plan, question, answer, report, tell, retell, rehearse in one to one, small group and whole class situations. (L01, 04)
2 Uses the conventions of language when speaking. (L01, 05)
3 Applies oral language across the curriculum. (L03, 04)

VIEWING AND REPRESENTING

L.3.5. Views and creates to understand and interpret a variety of non-print media.

1 Uses a wide range of media texts for entertainment and information.
2 Produces messages or reports for different audiences, selecting the best form for a particular audience from a variety of possible forms.
3 Describes the main characteristics that distinguish personal forms of communication from forms of communication intended for a mass audience.
4 Distinguishes between real and imaginary material in media texts.
5 Describes what has been viewed, asks questions about what has been seen, and shows respect for the opinions of others.
6 Identifies some ways of organizing material in media texts.
7 Identifies and describes different stereotypes in the media.
8 Identifies different types of texts and some of their characteristics.

LANGUAGE ARTS 4

READING

L.4.1. Reads to understand and interpret a variety of print and non-print materials.

1 Reads print and non-print text for a variety of purposes. (L06, 07)
2 Increases range of language conventions (vocabulary, spelling, grammar, sentence structure) through reading. (L10, 12)
3 Interprets information in all curriculum areas. (L11, 09)
4 Uses literature and other print and non-print texts to make sense of, and to share experiences. (L06, 09)
5 Responds to texts using a variety of media. (L08)

WRITING

L.4.2. Writes to communicate ideas in a variety of forms for a variety of purposes.

1 Uses the writing process (generates, organizes, revises, edits and communicates with an audience). (L15)
2 Applies writing skills across the curriculum. (L13)
3 Uses organization and style in writing. (L13, 14 & 16)
4 Writes in a variety of forms for a variety of purposes. (L13, 14)
5 Uses a variety of resources to verify and correct spelling. (L19)
6 Recognizes main parts of speech and uses the conventions of grammar in writing. (L17, 18)

LISTENING

L.4.3. Listens actively for a variety of interpersonal and academic purposes.

1 Listens for enjoyment as well as to acquire, interpret and respond to information. (L02)
2 Develops an understanding of language structure through listening. (L01)
3 Applies active listening across the curriculum. (L03, 04)

SPEAKING

L.4.4. Speaks to express ideas, experiences and information in a variety of contexts.

1 Speaks to share, discuss, plan, question, answer, report, tell, retell, rehearse in one to one, small group and whole class situations. (L01, 04)
2 Uses the conventions of language when speaking. (L01, 05)
3 Applies oral language across the curriculum. (L03, 04)

VIEWING AND REPRESENTING

L.4.5. Views and creates to understand and interpret a variety of non-print media.

1 Uses a wide range of media texts for entertainment and information.
2 Uses a wide range of forms in personal productions.
3 Describes the main characteristics that distinguish personal forms of communication from forms of communication intended for a mass audience.
4 Distinguishes between real and imaginary material in media texts.
5 Describes what has been viewed, asks questions about what has been seen, and shows respect for the opinions of others.
6 Identifies some ways of organizing material in media texts.
7 Identifies and describes different stereotypes in the media.
8 Identifies the characteristics of a variety of types of texts and gives reasons for personal viewing preferences.

LANGUAGE ARTS 5

READING

L.5.1. Reads to understand and interpret a variety of print and non-print materials.

1 Reads print and non-print text for a variety of purposes. (L06, 07)
2 Increases range of language conventions (vocabulary, spelling, grammar, sentence structure) through reading. (L10, 12)
3 Interprets information in all curriculum areas. (L11, 09)
4 Uses literature and other print and non-print texts to make sense of, and to share experiences. (L06, 09)
5 Responds to texts using a variety of media. (L08)

WRITING

L.5.2. Writes to communicate ideas in a variety of forms for a variety of purposes.

1 Uses the writing process (generates, organizes, revises, edits and communicates with an audience). (L15)
2 Applies writing skills across the curriculum. (L13)
3 Uses organization and style in writing. (L13, 14 & 16)
4 Chooses a writing form appropriate to the purpose and audience. (L13, 14)
5 Uses a variety of resources to verify and correct spelling. (L19)
6 Recognizes parts of speech and uses the conventions of grammar in writing. (L17, 18)

LISTENING

L.5.3. Listens actively for a variety of interpersonal and academic purposes.

1 Listens for enjoyment as well as to acquire, analyze, interpret and respond to information. (L02)
2 Develops an understanding of language structure through listening. (L01)
3 Applies active listening across the curriculum. (L03, 04)

SPEAKING

L.5.4. Speaks to express ideas, experiences and information in a variety of contexts.

1 Speaks to share, discuss, plan, question, answer, report, tell, retell, rehearse in one to one, small group and whole class situations. (L01, 04)
2 Uses the conventions of language when speaking. (L01, 05)
3 Applies oral language across the curriculum. (L03, 04)

VIEWING AND REPRESENTING

L.5.5. Views and creates to understand and interpret a variety of non-print media.

1 Uses a wide range of media texts for entertainment and information.
2 Uses a wide range of forms in personal productions.
3 Describes the main characteristics that distinguish personal forms of communication from forms of communication intended for a mass audience.
4 Describes how different elements in media texts help to create atmosphere and shape meaning.
5 Describes what has been viewed, asks questions about what has been seen, and shows respect for the opinions of others.
6 Identifies a range of ways of organizing and presenting material in media texts.
7 Compares own experiences with those attributed to peer group in the media.
8 Identifies the characteristics of a variety of types of texts and gives reasons for personal viewing preferences.

LANGUAGE ARTS 6

READING

L.6.1. Reads to understand and interpret a variety of print and non-print materials.

1 Reads print and non-print text for a variety of purposes. (L06, 07)
2 Increases range of language conventions (vocabulary, spelling, grammar, sentence structure) through reading. (L10, 12)
3 Interprets information in all curriculum areas. (L11, 09)
4 Uses literature and other print and non-print texts to make sense of, and to share experiences. (L06, 09)
5 Responds to texts using a variety of media. (L08)

WRITING

L.6.2. Writes to communicate ideas in a variety of forms for a variety of purposes.

1 Uses the writing process (generates, organizes, revises, edits and communicates with an audience). (L15)
2 Applies writing skills across the curriculum. (L13)
3 Uses organization and style in writing. (L13, 14 & 16)
4 Chooses a writing form appropriate to the purpose and audience. (L13, 14)
5 Uses a variety of resources to verify and correct spelling. (L19)
6 Recognizes parts of speech and uses the conventions of grammar in writing. (L17, 18)

LISTENING

L.6.3. Listens actively for a variety of interpersonal and academic purposes.

1 Listens for enjoyment as well as to acquire, analyze, interpret and respond to information. (L02)
2 Develops an understanding of language structure through listening. (L01)
3 Applies active listening across the curriculum. (L03, 04)

SPEAKING

L.6.4. Speaks to express ideas, experiences and information in a variety of contexts.

1 Speaks to share, discuss, plan, question, answer, report, tell, retell, rehearse in one to one, small group and whole class situations. (L01, 04)
2 Uses the conventions of language when speaking. (L01, 05)
3 Applies oral language across the curriculum. (L03, 04)

VIEWING AND REPRESENTING

L.6.5. Views and creates to understand and interpret a variety of non-print media.

1 Uses a wide range of media texts for entertainment and information.
2 Uses a wide range of forms in personal productions.
3 Identifies and analyses the ways in which program content and commercials in television are geared to the target audience.
4 Describes how different elements in media texts help to create atmosphere and shape meaning.
5 Asks questions about the intended message of a media text and states opinions about the content and form.
6 Identifies a range of ways of organizing and presenting material in media texts.
7 Compares own experiences with those attributed to peer group in the media.
8 Identifies the characteristics of a variety of types of texts and gives reasons for personal viewing preferences.

GRADE 7 REPORTING STATEMENTS AND LEARNING OUTCOMES: LANGUAGE, LITERATURE AND MEDIA STUDIES (ENGLISH)

E.7.1 Reads literature with understanding.

E.7.1.1 Reads, and responds personally to, a variety of multicultural literature, which includes short plays, novels, narrative poems and stories.
E.7.1.2 Reflects on and evaluates personal learning about reading.

E.7.2 Writes clearly and correctly in the study of language, literature and media.

E.7.2.1 Writes clearly and correctly in personal response to language, literature and media, by using a variety of writing forms, and the conventions of spelling, grammar, punctuation and syntax.
E.7.2.2 Demonstrates use of *The Writing Process*.
E.7.2.3 Reflects on and evaluates personal learning about writing.

E.7.3 Listens with understanding to language, literature and media.

E.7.3.1 Listens with understanding, and responds personally to, a variety of language, literature and media.
E.7.3.2 Reflects on and evaluates personal learning about listening.

E.7.4 Speaks clearly and correctly in the study of language, literature and media.

E.7.4.1 Speaks clearly and correctly in order to inquire into, and to respond personally to, language, literature and media, by using a variety of oral forms, and the conventions of spoken language.
E.7.4.2 Reflects on and evaluates personal learning about speaking.

E.7.5 Views non-print media with understanding.

E.7.5.1 Views a variety of non-print media, including non-print literature, with understanding.
E.7.5.2 Reflects on and evaluates personal learning about viewing.

E.7.6 Creates non-print media representations in the study of language, literature and media.

E.7.6.1 Creates media representations in personal response to language, literature and other media, using a variety of media forms and conventions.
E.7.6.2 Reflects on and evaluates personal learning about creating media representations.

E.7.7 Dramatizes to study language, literature and media.

E.7.7.1 Role-plays in order to explore language, literature and media.
E.7.7.2 Dramatizes in response to language, literature and media, by using a variety of drama forms.

GRADE 8 REPORTING STATEMENTS AND LEARNING OUTCOMES: LANGUAGE, LITERATURE AND MEDIA STUDIES (ENGLISH)

E.8.1 **Reads** literature with understanding.

E.8.1.1 **Reads** to inquire into, and to respond to, multicultural literature, which includes a variety of short-stories, plays, novels and narrative poetry.
E.8.1.2 **Reflects on** and **evaluates** learning about reading, and learning through reading.

E.8.2 **Writes** clearly and correctly in the study of language, literature and media.

E.8.2.1 **Writes** clearly and correctly in personal response to language, literature and media, by using a variety of writing forms and the conventions of spelling, grammar, punctuation and syntax.
E.8.2.2 **Demonstrates** use of *The Writing Process*.
E.8.2.3 **Reflects on** and **evaluates** learning about writing, and learning through writing.

E.8.3 **Listens** with understanding in the study of language, literature and media.

E.8.3.1 **Listens** to inquire into, and to respond to, language, literature and media.
E.8.3.2 **Reflects on** and **evaluates** learning about listening, and learning through listening.

E.8.4 **Speaks** clearly and correctly in the study of language, literature and media.

E.8.4.1 **Speaks** clearly and correctly to inquire into, and to respond to, language, literature and media by using a variety of oral processes and the conventions of spoken language.
E.8.4.2 **Reflects on** and **evaluates** learning about speaking, and learning through speaking.

E.8.5 **Views** non-print media with understanding.

E.8.5.1 **Views** to inquire into, and to respond to, narrative and other non-print media.
E.8.5.2 **Reflects on** and **evaluates** learning about viewing, and learning through viewing.

E.8.6 **Creates** media representations in the study of language, literature and media.

E.8.6.1 **Creates** media representations in personal response to language, literature and other media, by using a variety of media forms and conventions.
E.8.6.2 **Reflects on** and **evaluates** learning about creating media representations, and learning through creating media representations.

E.8.7 **Dramatizes** to study language, literature and media.

E.8.7.1 **Role-plays** to inquire into, and to explore, language, literature and media.
E.8.7.2 **Dramatizes** in response to language, literature and media by using a variety of drama forms.
E.8.7.3 **Reflects on** and **evaluates** learning through role-playing and dramatizing.

Reporting Statements and Learning Outcomes

Advisory

X.T.1. Understands the reasons for the advocacy of a caring advisor.

1. Demonstrates respect and trust through an open, honest rapport with the teacher advisor.
2. Acts as a mentor providing responsible guidance and assistance to others.

X.T.2. Understands and appreciates the similarities and differences of others.

1. Reacts to the personal needs of others in a positive supportive way.
2. Accepts and tolerates others and differing points of view.
3. Respects and promotes the acceptance of different gender, race, ethnic and linguistic backgrounds.
4. Identifies and explains the implications of stereotyping and prejudice.

X.T.3. Recognizes and uses effective strategies to make responsible decisions.

1. Organizes school and personal time to ensure sufficient time for study.
2. Identifies and uses various strategies for making personal decisions.
3. Sets realistic goals and outlines the steps necessary to achieve them.
4. Recognizes the impact of personal choices on the broader community.

X.T.4. Accepts responsibility for personal contributions individually and in groups.

1. Demonstrates knowledge and understanding of self.
2. Interacts positively with others in a group situation.
3. Employs a variety of communication strategies to enhance relationships with others.
4. Participates in the dynamics of group sharing and decision-making.

X.T.5. Values and contributes to the safety, security and support of the school environment.

1. Identifies ways in which the school demonstrates concern for the individual.
2. Helps to create a positive school environment.
3. Feels secure enough to demonstrate responsible risk-taking.
4. Identifies and consults people and resources that can assist.

Core French
Grades 7, 8, 9 (Transition Years)

C.T.1. Listening: listens actively and understands key information

1. demonstrates understanding of key information in short oral texts dealing with familiar topics
2. distinguishes common word elements and sound patterns that convey meaning

C.T.2. Speaking: communicates orally for a variety of purposes

1. expresses ideas, feelings, and opinions on familiar topics using familiar vocabulary and simple grammatical structures
2. adjusts speech to suit the situation when communicating briefly in familiar situations, even at the risk of error

C.T.3. Reading: understands main ideas from a variety of sources

1. reads simple texts on familiar topics and demonstrates understanding of main ideas and of how words, common grammatical structures, and punctuation convey meaning
2. uses basic reading strategies to make sense of written texts as part of an assignment, and occasionally chooses and reads short texts for enjoyment and information

C.T.4. Writing: communicates in a variety of forms

1. writes short texts on familiar topics using familiar vocabulary, simple grammatical structures, and appropriate punctuation, with some errors
2. uses the stages of the writing process with extensive guidance and adjusts the language to suit the intended audience

C.T.5. Demonstrates positive attitude and effort

1. participates in classroom routines and accepts responsibility for learning
2. exhibits appropriate social skills and demonstrates respect for self and others

Core French
Grade 7, 8, 9 (Transition Years)

C.T.6. Viewing and Representing: interprets and produces a variety of media texts

1. identifies key messages in simple media texts on familiar topics
2. views media texts in the language for academic purposes or for enjoyment, making occasional connections to personal experience
3. selects an appropriate medium and produces simple texts for a specified purpose and audience, working individually or in groups
4. identifies and uses basic features of media texts to interpret such texts, to produce simple texts, and to detect bias

C.T.7. Language for Learning: uses basic conventions of the language

1. uses previously-acquired language-learning techniques and strategies to learn another language
2. describes and uses basic conventions of the language, and compares these conventions with those of other languages

C.T.8. Cultural Understanding: demonstrates awareness and knowledge of francophone cultures

1. demonstrates awareness of the need to use language with sensitivity when talking about own and others' culture, community, and linguistic heritage
2. identifies countries and regions where the language is spoken and describes some well-known contributions of individuals from these countries and regions to Canada and the world
3. identifies some well-known historical or artistic traditions of the countries and regions where the language is spoken, and demonstrates awareness of some major contemporary issues or cultural activities in these countries or regions
4. demonstrates some understanding of the importance of second-language learning for personal growth and career opportunities in Canada and in a global society

C.T.9. Language Knowledge: demonstrates awareness and control of required grammar concepts

- See HBE Core French curriculum documents for grammar continuum.

Note: The outcomes for **Viewing and Representing, Language for Learning, Cultural Understanding** and **Language Knowledge** will be demonstrated and measured within the four skill areas(Listening, Speaking, Reading, Writing), but they will not appear as specific categories on the report card.

Reporting Statements and Learning Outcomes

Immersion French
Grades 7, 8, 9 (Transition Years)

I.T.1. Listening: readily understands spoken French

1. demonstrates understanding of a variety of oral texts
2. distinguishes a variety of elements of the language and understands the meaning conveyed even when the language is spoken in different accents and at different rates

I.T.2. Speaking: expresses ideas clearly and fluently

1. expresses ideas, feelings, and opinions with appropriate intonation and pronunciation using varied vocabulary and grammatical structures
2. uses both formal and colloquial speech appropriately, in keeping with the audience and the situation

I.T.3. Reading: understands and interprets ideas from a variety of authentic francophone sources

1. reads and demonstrates understanding of a wide variety of texts
2. chooses independently and reads for enjoyment and information a wide variety of texts in the language

I.T.4. Writing: expresses ideas clearly for a variety of purposes and audiences

1. writes a wide variety of texts to express ideas, feelings, and opinions using varied vocabulary and grammatical structures, as well as appropriate punctuation, with some errors
2. uses the stages of the writing process and adjusts the language, form, and style of writing to suit the intended audience and purpose

I.T.5. Demonstrates positive attitude and effort: uses French consistently as a means of daily communication in class

1. accepts responsibility for learning and participates in classroom routines using French consistently as a means of communication
2. exhibits appropriate social skills and demonstrates respect for self and others

Reporting Statements and Learning Outcomes

Immersion French
Grades 7, 8, 9 (Transition Years)

I.T.6. Viewing and Representing: interprets and produces a variety of media texts

1. identifies and explains key messages and supporting details in a variety of media texts
2. selects and views a variety of media texts for enjoyment and information, and expresses a variety of responses that involve general knowledge, personal experience and knowledge of media
3. plans and produces a variety of texts using appropriate media for different purposes and audiences, working individually or in groups
4. uses various features of media texts to interpret and produce a variety of such texts and to detect bias

I.T.7. Language for Learning: uses, analyses and compares basic conventions of language

1. uses the language for many purposes and reflects on these various uses of language
2. compares and analyses various aspects of first, second, or third languages

I.T.8. Cultural Understanding: demonstrates awareness and knowledge of the interrelationship between language and culture

1. forms opinions based on a critical evaluation of the ideas and information obtained through listening, reading, and viewing, and expresses these opinions using bias-free language
2. identifies countries and regions where the language is spoken and discusses a variety of contributions of individuals from these countries and regions to Canada and the world
3. describes major historical and artistic traditions of the countries and regions where the language is spoken, and participates in related cultural activities and discussions of social and political issues
4. demonstrates understanding of the importance of second-language learning for personal growth and career opportunities in Canada and in a global society

I.T.9. Language Knowledge: demonstrates awareness and control of required grammar concepts

- See HBE curriculum documents for grammar continuum.

Note: The outcomes for **Viewing and Representing, Language for Learning, Cultural Understanding** and **Language Knowledge** will be demonstrated and measured within the four skill areas (Listening, Speaking, Reading, Writing), but they will not appear as specific categories on the report card.

Language Arts

Reporting Statement **L.1.2** — **Writes to communicate ideas in a variety of forms for a variety of purposes.**

Learning Outcome **L.1.2.6** — **Uses the conventions of grammar and mechanics in writing.**

Indicators of Successful Student Performance

- writes grammatically correct sentences based on oral language
- uses descriptive words to enhance writing
- writes conventionally using:
  - proper spacing between words
  - upper and lower case letters appropriately
  - legible print on lines
  - appropriate punctuation (periods, question marks)
  - directionality of print

Suggested Learning/Teaching Strategies

Apple words
stem
core
seed

Apple actions
fall
pick
roll
grow
bake

Apples are...
round
green
red
yellow
shiny

Apples...
grow quickly
fall from trees
make a pie

- pattern a story, poem, etc. based on established material (***Growing Into Language,*** page 89)
- model daily writing in the classroom (journals, messages, class charts)

Language Arts

Reporting Statement L.2.2

Writes to communicate ideas in a vareity of forms for a variety of purposes.

Learning Outcome L.2.2.6

Recognizes the main parts of speech and uses the conventions of grammar and mechanics in writing.

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• writes grammatically correct sentences (containing nouns and verbs) based on oral language	• create lists of theme-related nouns and verbs eg. **Pets (nouns)**: dog, cat, turtle, lizard, hamster **Pets (verbs)**: feed, walk, play
• uses descriptive words and phrases (adjectives and adverbs) to enhance writing	• take charts made in above activity and build related adjective and averbs charts eg. **Pets (adjectives)**: fierce dog, quiet cat, lazy turtle **Pets (Adverbs)**: bark loudly, purr solftly
• writes conventionally using: – proper spacing between words – upper and lower case letters appropriately – legible print – appropriate punctuation (periods, question marks, exclamation marks, commas, apostrophes)	• patterns stories, poems, etc. based on established material, page 89 (G.I.L.) • model daily writing (journals, messages, class charts

Language Arts

Reporting Statement **L.3.2**

Writes to communicate ideas in a variety of forms for a variety of purposes.

Learning Outcome **L.3.2.6**

Recognizes the main part of speech and uses the conventions of grammar and mechanics in writing.

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• recognizes and uses nouns (naming words) and verbs (action words)	• define terms and create lists of theme-related nouns and verbs eg. **tree nouns**: stem, leaf, tree, seed; **tree verbs**: grow, fall, bloom, shade
• recognizes and uses adjectives and adverbs (descriptive words and phrases)	• take charts made in above activity and build related adjective and adverb charts eg. **tree adjectives**: broken stem, green leaf; **tree adverbs**: grows quickly
• writes conventionally using: – proper spacing between words – upper and lower case letters appropriately – handwriting – appropriate punctuation (period, question marks, exclamation marks, commas, apostrophes, quotation marks)	• pattern stories, poems, etc. based on established material G.I.L. (page 89) • model daily writing (journals, messages, class charts)

Language Arts

Reporting Statement L.4.2

Writes to communicate ideas in a variety of forms for a variety of purposes.

Learning Outcome L.4.2.6

Recognizes the main parts of speech and uses the conventions of grammar in writing.

Indicators of Successful Student Performance

- recognizes and uses singular and plural *nouns* and *pronouns*
- recognizes and uses *adjectives* that add to or change the meaning of *nouns* or adjectives
- recognizes that *adjectives* are found before or after the word they modify

Suggested Learning/Teaching Strategies

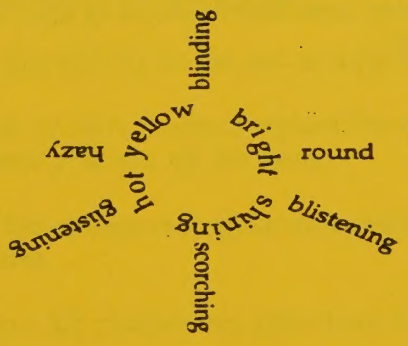
Refer to: ***Celebrating Language Writing Binder*** (C.L.-W.),***Celebrating Language Reading Binder*** (C.L.-R.), ***Perfect Copy – IBM Software***

Learning How pages 168-169 (C.L.-R.)
Learning How page 8 and 13 (C.L.-W.)

- As a class brainstorm, words relating to a theme or topic, eg. cold, autumn.

Students circle all words which represent a person, place or thing.

- Write a *noun* at the top of a sheet of paper and list at least 20 words that describe that noun. Discuss the concept of *adjectives*. Create a picture of the chosen noun using the *adjectives*.

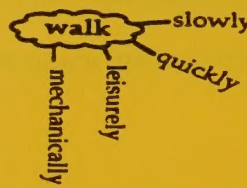


Use the *adjective* in a descriptive sentence.
Identify the position of *adjectives* as they describe nouns.

Language Arts

Reporting Statement **L.4.2** **Writes to communicate ideas in a variety of forms for a variety of purposes.**

Learning Outcome **L.4.2.6** **Recognizes the main parts of speech and uses the conventions of grammar in writing (continued).**

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• recognizes and uses *verbs*	• Create a list of action words that relate to your theme. Use these *verbs* in sentences related to your theme.
• recognizes and uses different *verb tenses* (present/ past/future)	• Introduce concept of past/present and future *tenses of verbs* – Yesterday... – Today... – Tomorrow...
• recognizes and uses *adverbs* to change the meaning of *verbs*	• Pick a *verb* and describe how that action can be done. 
• recognizes and uses *adverbs* before or after the *verbs* they modify	Write sentences using the *verbs* and *adverbs* noting the position of each.

Language Arts

Reporting Statement **L.5.2** **Writes to communicate ideas in a variety of forms for a variety of purposes.**

Learning Outcome **L.5.2.6** **Recognizes parts of speech and uses the conventions of grammar.**

Indicators of Successful Student Performance

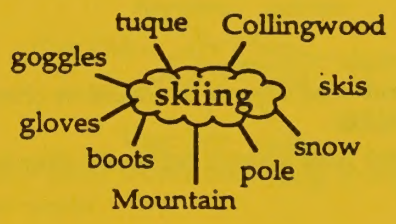
- recognizes and uses singular and plural *nouns* and *pronouns*
- recognizes and uses *adjectives* that add to or change the meaning of *nouns* or *adjectives*
- recognizes and uses *possessive nouns* and *pronouns*
- recognizes that *adjectives* can be used for comparison
- recognizes that *adjectives* are found before or after the word they modify

Suggested Learning/Teaching Strategies

Refer to: ***Celebrating Language Writing Binder*** (C.L.-W.), ***Celebrating Language Reading Binder*** (C.L.-W.), ***Perfect Copy – IBM Software***

Learning How page 168 (C.L.-R.)
All About Grammar pages 14-20 (C.L.-W.)

- Pick an activity. As a class brainstorm words relating to that activity.



Have students circle all words which represent a *noun.*

- Have students take an article from their desk and in small co-operative groups have students label their belongings, eg. Bill's book.

Extend this activity in the use of alliteration.

To follow up have students replace the *noun* with a *possessive pronoun,* eg. his book.

Discuss the concept of singular and plural using these *nouns.*

- Generate a list of *adjectives.* Introduce the concept of comparison
  - by adding "er" and "est" to the end of the adjective
  - by adding "more" or "most" directly before the adjective

Language Arts

Reporting Statement **L.5.2** **Writes to communicate ideas in a variety of forms for a variety of purposes.**

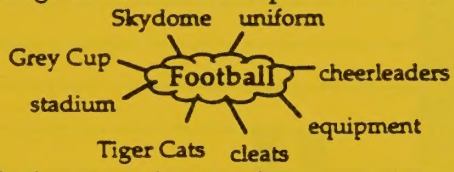
Learning Outcome **L.5.2.6** **Recognizes parts of speech and uses the conventions of grammar (continued).**

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
• recognizes and uses *verbs* • recognizes and uses different *verb tenses* (present/past/future)	• Use the literature to teach this concept of a *verb* eg. Anamalia by Graeme Base.
• writes sentences showing correct agreement between *nouns* and *verbs*	• Brainstorm a list of *nouns* and *verbs* based on a theme or an experience and have students write sentences by matching them up, eg. John walks to the store. Mary and John walk to the store.
• recognizes and uses *adverbs* to add to or change the meaning of verbs • recognizes and uses *adverbs* before or after the verbs they modify	• Review the concept of an *adverb*.
• recognizes and uses *adverbs* for comparison	• Introduce the comparison of *adverbs* by adding – "er" and "est" to end of adverb – using "more" or "most" before adverb

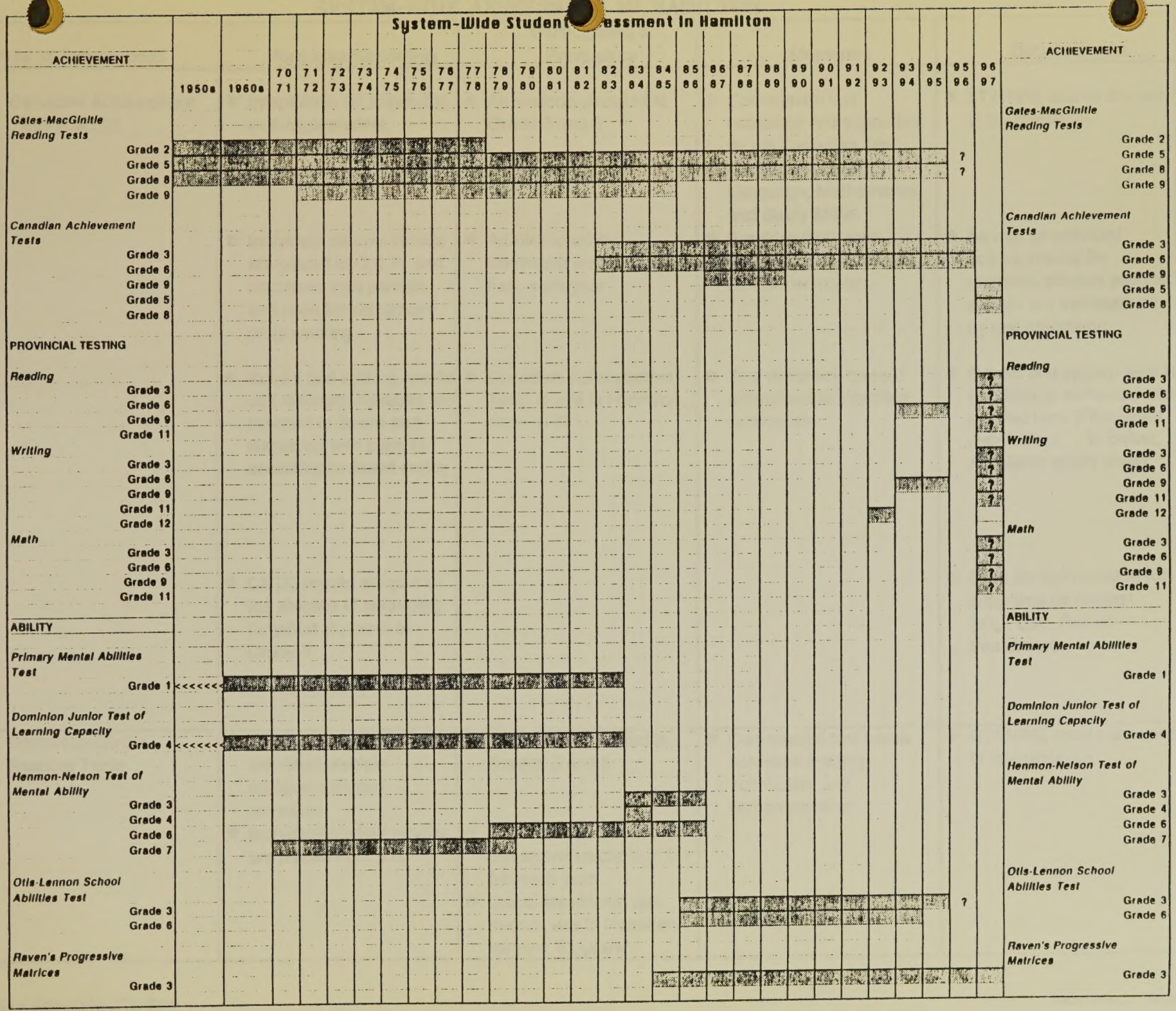
Language Arts

Reporting Statement **L.6.2** — **Writes to communicate ideas in a variety of forms for a variety of purposes.**

Learning Outcome **L.6.2.6** — **Recognizes parts of speech and uses the conventions of grammar in writing.**

Indicators of Successful Student Performance	Suggested Learning/Teaching Strategies
	Refer to: *Celebrating Language Writing Binder* (C.L.-W.), *Celebrating Language Reading Binder* (C.L.-R.), *Perfect Copy – IBM Software* *Learning How* page 168 (C.L.-R.) *All About Grammar* pages 21-28 (C.L.-W.)
• recognizes and uses both *common* and *proper nouns* • recognizes and uses *nouns* and *pronouns* in set positions in a sentence	• Choose a sport and together list people, places and things related to that sport.  Classify these words according to *common* and *proper nouns*.
• recognizes and uses *adjectives* that add to or change the meaning of *nouns* or *adjectives*	• Use these words in sentences, paragraphs, stories and identify the position of these *nouns*.
• recognizes and uses *adjectives* for comparison	• Review and reinforce the concept of comparison (i) by adding "er" and "est" to the end of the *adjective* (ii) by adding "more" or "most" directly before the *adjective* (iii) note irregular *adjectives*, eg. good, better, best
• recognizes and uses *adjectives* before or after the words they modify	
• recognizes and uses *verbs* • recognizes and uses different *verb tense* (present/past/future) • writes sentences showing correct agreement between *nouns* and *verbs*	• Review concept of a *verb*.
• recognizes and uses *adverbs* in set positions in a sentence	• Review concept of an *adverb*.
• recognizes and uses *adverbs* for comparison	• Note irregular *adverbs* eg. well — badly better — worse best — worst
• recognizes and uses *prepositions, conjunctions, articles*	• Use a cloze technique to have students fill in the missing *prepositions*.

System-Wide Student Assessment in Hamilton



SYSTEM-WIDE ASSESSMENT IN HAMILTON

Areas of Assessment	Purposes/Reporting	Participants & Frequency	Measures	Data Analysis
1. Canadian Achievement Tests (CAT/2)	• Information for improving individual student achievement and programs • Individual student results are placed in O.S.R. and discussed with parents, and used for classroom programming • School and system results and recommendations are reported to Board and discussed with parents, according to Board policy • CAT/2 results are part of the process of screening for gifted students at Grade 3	• All students enrolled in Grade 3 and 6 • Administered by classroom teachers in the Fall, each year • Canadian Achievement Tests in use in Hamilton since 1982*	• Commercial test published and supported by the Canadian Test Centre, assessing Language, Mathematics and Study Skills • Provides both norm-referenced and criterion referenced results • Test items are cross-referenced to Hamilton curriculum	• STANINE scores are used in interpretation • As well as standard scores, results for students, schools and the system are summarized by test objectives. • School and system data is provided in numerical and graphic form (Frequency distribution: % Below, At, Above grade level) • Data are summarized for programs on request (e.g., ESL, French Immersion)
2. Gates-MacGinitie Reading Tests	• Information for improving individual student achievement and programs • Individual student results are placed in O.S.R.	• All students enrolled in Grades 5 and 8 • Administered by classroom teachers in the fall each year • Gates-MacGinitie has been in use in Hamilton for over 45 years*	• Commercial test which assesses reading vocabulary and comprehension	• STANINE scores are used in interpretation

* See schedule attached.

Area of Assessment (continued)	Teacher Training	Breadth of Impact	Resources Required	The Future
1. Canadian Achievement Tests (CAT/2)	• System inservice on Administration (Fall) and Interpretation and Use (Winter) for teachers and administrators • In-school test coordinator (often the Learning Resource Teacher) provides additional assistance to teachers as necessary • Teachers use Practice Tests with students	• Schools are using results as data for determining priorities in school planning and tracking progress • Teachers use test results to identify student and class strengths and needs • Teachers have found the curriculum links document very useful for programming ideas; this document also prevents narrowing of the program as it addresses the whole curriculum, not just test items • Student results are often used in discussion at Diagnostic and Resource Team meetings in schools, to help determine student program needs	• Purchase of test materials and scoring service • Preparation of school reports (custom format) • Release time for teacher training and use of results in planning	• CAT/2 will be administered in grades 5 and 8, instead of 3 and 6, to complement Provincial assessments • Documents will be developed linking CAT/2 test objectives to curriculum learning outcomes • Inservice will be provided on using school results in planning (See "Building Review Into Action Planning" attached.)
2. Gates-MacGinitie Reading Tests	• In-school inservice	• Classroom programming	• Purchase of materials • Teacher time for scoring and use of results	• Under review, and may be discontinued due to CAT/2 testing in Grades 5 & 8

Areas of Assessment	Purposes/Reporting	Participants & Frequency	Measures	Data Analysis
3. Otis-Lennon School Abilities Test	• Results are recorded in O.S.R. • OLSAT results are part of the process of screening for gifted students at Grade 3	• All students enrolled in Grade 3 • Administered by classroom teachers in the winter each year • OLSAT or Henmon-Nelson has been in use in Hamilton for over 45 years*	• Commercial test which assesses verbal reasoning	• Scores are reported to schools in Stanines and percentiles
4. Raven's Progressive Matrices	• Results are recorded in O.S.R. • Raven's results are part of the process of screening for gifted students at Grade 3	• All students enrolled in Grade 3 • Administered by Principals and Learning Resource Teachers in the fall each year. Written parental permission is obtained, and testing is coordinated by Psychological Services staff. • Raven's has been in use since 1984*	• Commercial test which assesses nonverbal reasoning	• Local norms are constructed
5. **Provincial Reviews**	The Hamilton Board usually participates fully in Provincial Reviews, and will continue to do so. We look forward information about the new provincial assessments.			
6. **System Reviews**	We are currently developing curriculum-based measures in Mathematics and Writing for school use in tracking progress. We are also developing databases to link to our Student Information System which will allow us to summarize student performance on learning outcomes.			

* See schedule attached.

Areas of Assessment (continued)	Teacher Training	Breadth of Impact	Resources Required	The Future
3. Otis-Lennon School Abilities Test	• System and in-school inservice as needed	• Student results are often used in discussion at Diagnostic and Resource Team meetings in schools, to help determine student program needs	• Purchase of materials • Teacher time for scoring and use of results	• Under review, and may be discontinued
4. Raven's Progressive Matrices	• System and in-school inservice as needed	• Student results are often used in discussion at Diagnostic and Resource Team meetings in schools, to help determine program needs	• Purchase of materials • Central scoring	• Continue

Report of the Survey of School Use of System-Wide Tests September, 1995

In February, 1995 the Ministry of Education and Training announced that beginning in 1996-97 annual provincial assessments of Reading, Writing and Mathematics will be carried out in grades 3, 6, 9, and 11. In anticipation of this announcement, the Common Curriculum Steering Committee recommended that:

- the Canadian Achievement Tests be administered in grades 5 and 8 (instead of 3 and 6), beginning in 1996-97;
- the Raven's Progressive Matrices test continue to be administered to grade 3 students;
- input be obtained from school personnel regarding the use of the Gates-MacGinitie Reading Tests, and the Otis-Lennon School Abilities Test.

The Board approved these recommendations in February, 1995 and requested this report of survey results.

A survey of both "Continuing System-Wide Tests" (Part A: Canadian Achievement Tests, Raven's Progressive Matrices) and "System-Wide Tests Under Review" (Part B: Gates-MacGinitie Reading Tests, Otis-Lennon School Abilities Test) was designed by the Common Curriculum Program Review Subcommittee (See attached). Surveys were sent to schools in June, 1995. **Elementary** principals were asked to distribute the survey to a) a list of teachers preselected randomly within **all** grades, b) all Learning Resource Teachers, and c) one administrator per school (principal or vice-principal) for input pertaining to all four tests. **Secondary** principals were asked to distribute the survey to a) all teachers of Grade 9 English, and b) all Learning Resource Teachers for information pertaining the Gates-MacGinitie test only (Grade 8). The initial return date of the end of June was extended to September 15 at the request of principals. In all, 509 surveys were distributed and 268 responses were received (53% response rate). Respondents were advised that the Program Department will continue to provide testing supplies as needed.

Results of the Survey of School Use of System-Wide Tests

Survey results are presented for all respondents, and thus reflect the knowledge and opinion of regular classroom teachers and Learning Resource Teachers from Grades 1 to 9 and elementary school administrators.

Respondents circled only one response per question; thus, the ratings of usefulness (1 through 4) reflect only the opinions of those familiar with the test or report.

In general, results indicate that school personnel are supportive of the use of system-wide tests, and find results useful for programming. Detailed results are presented on the following pages.

PART A: Continuing System-Wide Tests

These responses are relevant to, and reflect elementary respondents only (n = 226).

How useful is the information in programming?

	I am not familiar with this N	Not very useful 1	2	3	Very Useful 4
CANADIAN ACHIEVEMENT TESTS					
C.A.T. Class Record Sheets*	20%	10%	12%	30%	28%
Stanine Scores*	14%	8%	12%	30%	35%
Grade Scores*	13%	11%	23%	26%	27%
Percentile Scores*	14%	19%	22%	28%	17%
C.A.T. CanStik Labels in O.S.R.*	17%	6%	12%	17%	48%
C.A.T. Objectives Competency Report**	48%	8%	15%	19%	11%
"C.A.T. Links 2" Document**	63%	4%	12%	12%	8%
C.A.T. School Report**	31%	13%	15%	21%	20%

* In use since 1984.
** New in 1994-95.

Results of the survey indicate that this test of language, math and study skills is considered quite useful, with support for reports and scores in use since 1984 ranging from 45% to 65%. Though only introduced this year (1994-95), the CAT/2 School Reports have good support as well (41%, with 31% of respondents not yet familiar). Inservice will familiarize teachers and principals with the new *Objectives Competency Report* and the *CAT Links 2* document, which assist schools in identifying strengths, needs and appropriate strategies. The C.A.T/2 is a component of the Gifted Screening Program (Grade 3).

How useful is the information in programming?

	I am not familiar with this N	Not very useful 1	2	3	Very Useful 4
*RAVEN'S PROGRESSIVE MATRICES****	34%	12%	18%	22%	14%

*** Administered to students by principal or LRT, not classroom teachers.

Teachers are less familiar with the Raven's, as this test of nonverbal reasoning ability is administered by principals or LRTs, with written parental permission and under the supervision of Psychological Services. Results clarify whether a student's achievement is consistent with his/her other abilities. The Raven's is a component of the Gifted Screening Program (Grade 3) and is useful in assessing ESL and underachieving students.

PART B: System-Wide Tests Under Review

GATES-MACGINITIE READING TEST

Since the C.A.T/2 will be administered in grades 5 and 8 beginning in 1996-97, respondents were asked to consider the continuing usefulness of Gates-MacGinitie testing in grades 5 and 8. These responses are relevant to, and reflect both elementary and secondary (Grade 9) respondents (n = 268).

I am not familiar with this. (N)	Discontinue (D)	If discontinued system-wide, I/we will administer it to my/our students (Scl)	Continue system-wide (Sys)
20%	33%	17%	29%

Support was about evenly split for discontinuing the GMRT (33%) and continuing its system-wide use (29%), with 17% of respondents suggesting that its use would be continued at the school level. The version of the Gates-MacGinitie Reading Test used in Hamilton (1980) is outdated and would need to be replaced at an additional (one time only) cost of $11,000 for continued system-wide use beyond 1995-96.

OTIS-LENNON SCHOOL ABILITIES TEST

Responses are based on **in-school use** of test results. (System-wide use for gifted screening will be considered separately.) These responses are relevant to, and reflect elementary respondents only (n = 226).

I am not familiar with this. (N)	Discontinue (D)	If discontinued system-wide, I/we will administer it to my/our students (Scl)	Continue system-wide (Sys)
26%	19%	4%	50%

Half of the respondents support continued system-wide use of the Otis-Lennon School Abilities Test. Very few would continue to use the OLSAT as a school-based initiative if discontinued system-wide.

The OLSAT is currently a component of the Grade 3 Gifted Screening Program along with the CAT/2 and Raven's. The version of the Otis-Lennon School Abilities Test used in Hamilton (1979) is outdated, and would need to be updated at an additional cost of $7,000 per year, for continued system-wide use beyond 1995-96.

Conclusion

The schedule of system-wide testing for this year (1995-96) is as follows:

Grades 5 & 8	Gates-MacGinitie Reading Tests	October 10 to 20
Grade 3	Raven's Progressive Matrices	November 6 to 17
Grades 3 & 6	Canadian Achievement Tests	November 20 to December 8
Grade 3	Otis-Lennon School Abilities Test	January 15 to 26

Results of this survey will be considered by the Common Curriculum Program Review Subcommittee in conjunction with other information (cost, feasibility, etc.) for recommendations regarding future system-wide assessment.

Date: June 8, 1995

To: Elementary School Administrators and Teachers

From: Common Curriculum Steering Committee

Re: **Review of System-Wide Testing**

The implementation of the Common Curriculum focuses on student learning outcomes. The Ministry of Education and Training has announced that beginning in 1996-97, annual provincial assessments of Reading, Writing and Mathematics will be carried out in grades 3, 6, 9, and 11. In anticipation of this announcement, the Common Curriculum Steering Committee recommended that the Canadian Achievement Tests be administered in grades 5 and 8 (instead of 3 and 6), beginning in 1996-97. The Raven's Progressive Matrices test will continue to be administered to grade 3 students. **The committee also recommended that input be obtained from school personnel regarding the use of the Gates-MacGinitie Reading Tests, and the Otis-Lennon School Abilities Test**. The Board approved these recommendations in February. On the back of this page, for your information, is a graphic summary of past, present and future system-wide testing in Hamilton.

The survey on the following pages requests your recommendations regarding the use of the Gates-MacGinitie Reading Tests and the Otis-Lennon School Abilities Test. (The Program Department will continue to provide these testing supplies as needed). We also request your feedback about the information obtained from the C.A.T. and the Raven's, to assist us in refining plans for the future.

Elizabeth G. Bond
Chair, Common Curriculum Steering Committee

/encl.
EGB/jc

Survey of School Use of System-Wide Tests

Please check all grades that apply:

Grade	1	2	3	4	5	6	7	8
Principal/VP								
Teacher								
LRT								
Special Education								
English as a Second Language								
French Immersion								

PART A: Continuing System-Wide Tests

We will continue to use the Canadian Achievement Tests and Raven's Progressive Matrices system-wide. However, due to provincial testing in grades 3 and 6, the C.A.T. (2nd Edition) will be administered in grades 5 and 8 instead of grades 3 and 6, beginning in the 1996-97 school year. Your responses to the following questions will assist us in planning.

How useful is the information in programming?
Please circle one response for each item.

	I am not familiar with this	Not very useful	.....	.....	Very Useful
CANADIAN ACHIEVEMENT TESTS					
C.A.T. Class Record Sheets	N	1	2	3	4
Stanine Scores	N	1	2	3	4
Grade Scores	N	1	2	3	4
Percentile Scores	N	1	2	3	4
C.A.T. CanStik Labels in O.S.R.	N	1	2	3	4
C.A.T. Objectives Competency Report	N	1	2	3	3
"C.A.T. Links 2" Document	N	1	2	3	4
C.A.T. School Report	N	1	2	3	4
RAVEN'S PROGRESSIVE MATRICES	N	1	2	3	4

How do you use the C.A.T. and Raven's test results?

_____

_____

_____

Other comments?

_____

_____

_____

PART B: System-Wide Tests Under Review

We would like your recommendation regarding use of these tests. Please circle a response for each item.

GATES-MACGINITIE READING TEST (GR. 5 & 8)

Since the C.A.T. will be administered in grades 5 and 8 beginning in 1996-97, please consider the continuing usefulness of Gates-MacGinitie testing in grades 5 and 8. Circle a response below.

Discontinue (D)	If discontinued system-wide, I/we will administer it to my/our students (Scl)	Continue system-wide (Sys)	I am not familiar with this. (N)
D	Scl	Sys	N

Please comment.

_____

_____

_____

_____

OTIS-LENNON SCHOOL ABILITIES TEST (Grade 3)

Please base your response on your **in-school use** of test results. (System-wide use for gifted screening is being considered separately.)

Discontinue (D)	If discontinued system-wide, I/we will administer it to my/our students (Scl)	Continue system-wide (Sys)	I am not familiar with this. (N)
D	Scl	Sys	N

Please comment.

_____

_____

_____

_____

Please return this survey via Board mail to Joanne Cravero, Program Department, 2nd floor, Ed. Centre by Friday June 23, 1995.

Thank you for your assistance.

file: Rw of System-Wide Testing

Date: June 8, 1995

To: Grade 9 English Teachers, Learning Resource Teachers

From: Common Curriculum Steering Committee

Re: **Review of System-Wide Testing**

We are revising our system-wide assessment program in view of the announcement by the Ministry of Education and Training that, beginning in 1996-97, annual provincial assessments of Reading, Writing and Mathematics will be carried out in grades 3, 6, 9 and 11. The Canadian Achievement Tests are currently administered annually in grades 3 and 6 in Hamilton, but beginning in 1996-97 will be administered in grades 5 and 8 instead. **The use of the Gates-MacGinitie Reading Test is, thus, being reviewed and we are requesting your recommendation regarding its continued use in grade 8.**

Elizabeth Bond

Elizabeth G. Bond
Chair, Common Curriculum Steering Committee

System-Wide Tests Under Review

Please check:

Teacher-Gr.9 English ☐ Learning Resource Teacher ☐

We would like your recommendation regarding use of this test.

GATES-MACGINITIE READING TEST (GR. 5 & 8)

Since the C.A.T. will be administered in grade 8 beginning in 1996-97, please consider the continuing usefulness of Gates-MacGinitie testing in grade 8. Circle a response below.

Discontinue (D)	If discontinued system-wide, I/we will administer it to incoming students (Scl)	Continue system-wide (Sys)	I am not familiar with this. (N)
D	Scl	Sys	N

Please comment.

_____

_____

_____

_____

_____

Please return this survey via Board mail to Joanne Cravero, Program Department, 2nd Floor, Ed. Centre by Friday, June 23, 1995.

Thank you for your assistance.

file: Gr.9 testing survey

Introducing

Common Curriculum

OUTCOMES & STANDARDS

GRADE 9

1995

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON
LE CONSEIL DE L'ÉDUCATION DE LA VILLE DE HAMILTON

100 Main Street West
Hamilton, Ontario L8N 3L1
Telephone (905) 527-5092

SEE INSIDE

What's new in Grade 9 for September 1995?

COURSE CHOICES This September, when students enter Grade 9, some things will be different from past years. In the past, for instance, students have selected 8 subjects. Starting in September 1995, students entering Grade 9 will study 12 subjects.

Our schools have made this change to ensure that **all** students study a common core program in Grade 9. This program is designed to keep all doors open for future secondary school course choices as well as career options.

REPORT CARDS The new report card, discussed in this pamphlet, goes hand-in-hand with these changes and will ensure more precise reporting to students and parents about student progress.

Why did we make changes to Grade 9?

The Ministry of Education and Training has required that all schools introduce the Common Curriculum in Grades 1 to 9, not later than September 1996. Some of the changes we're introducing have been tested in some of our schools. These *"pilot"* programs have helped us to work through areas of difficulty so that we could improve the Grade 9 program .

What is the Common Curriculum?

The Common Curriculum has been designed to help students learn, while keeping students and parents better informed about how well students are doing in school. The Common Curriculum places importance on learning **Outcomes** as well as **Standards** of performance.

OUTCOMES tell us what students are expected to learn *(knowledge, skills and values)*. Learning Outcomes are clearly defined for each of four broad program areas into which all subjects fit. These four broad areas include: Language; Mathematics, Science and Technology; Personal and Social Studies; and The Arts.

STANDARDS tell us how well *(or to what level)* students should be learning. These standards measure student progress and the effectiveness of school programs.

The COMMON CURRICULUM includes Specific Learning Outcomes that all students are to demonstrate by the end of Grade 9. In order that all students focus on these Specific Learning Outcomes, they are required to take a common core program that includes 12 subjects.

What are the key goals of the Common Curriculum?

The overall goal of the Common Curriculum is to enable **all** students in Ontario to achieve high standards in their education.
The Common Curriculum also:

- clearly states the standards of learning for all students
- includes new skills for a changing world
- includes all basic subjects, but groups them together to help students to make better connections among subjects
- helps students make links between school and real life
- provides more information to parents about what and how well students are learning.

(The Ministry of Education has made a video about the **COMMON CURRICULUM**. *To see this video, contact your school. Our Board also has an information bulletin entitled* ***What is the Common Curriculum - Grades 1 to 9?*** *You can contact your school or The Public Relations Department, 521-2508, to receive a copy.)*

What changes will I see at my school?

In the past, students completed 110 hours of study in each of their subjects in order to obtain a credit *(dependent, of course, on a passing grade)*.

With the introduction of the Common Curriculum in Grade 9, the emphasis is on ensuring that all students achieve the outcomes in a broad range of subjects. Therefore, as we make the change from 8 to 12 subjects for every student in Grade 9, **we will be changing the amount of time given to each subject. Each secondary school will change its timetable to suit student needs and school organization.**

Your secondary school will tell you about your school's new Grade 9 timetable.

What courses will Grade 9 students take?

COMMON CORE PROGRAM 1995

English
French
Mathematics
Science
Design & Technology
History
Physical & Health Education
Family Studies
Geography
Business
Keyboarding
Arts

(Students must take one of Music, Drama or Visual Art)

TOTAL OF 12 SUBJECTS

What about the new report card?

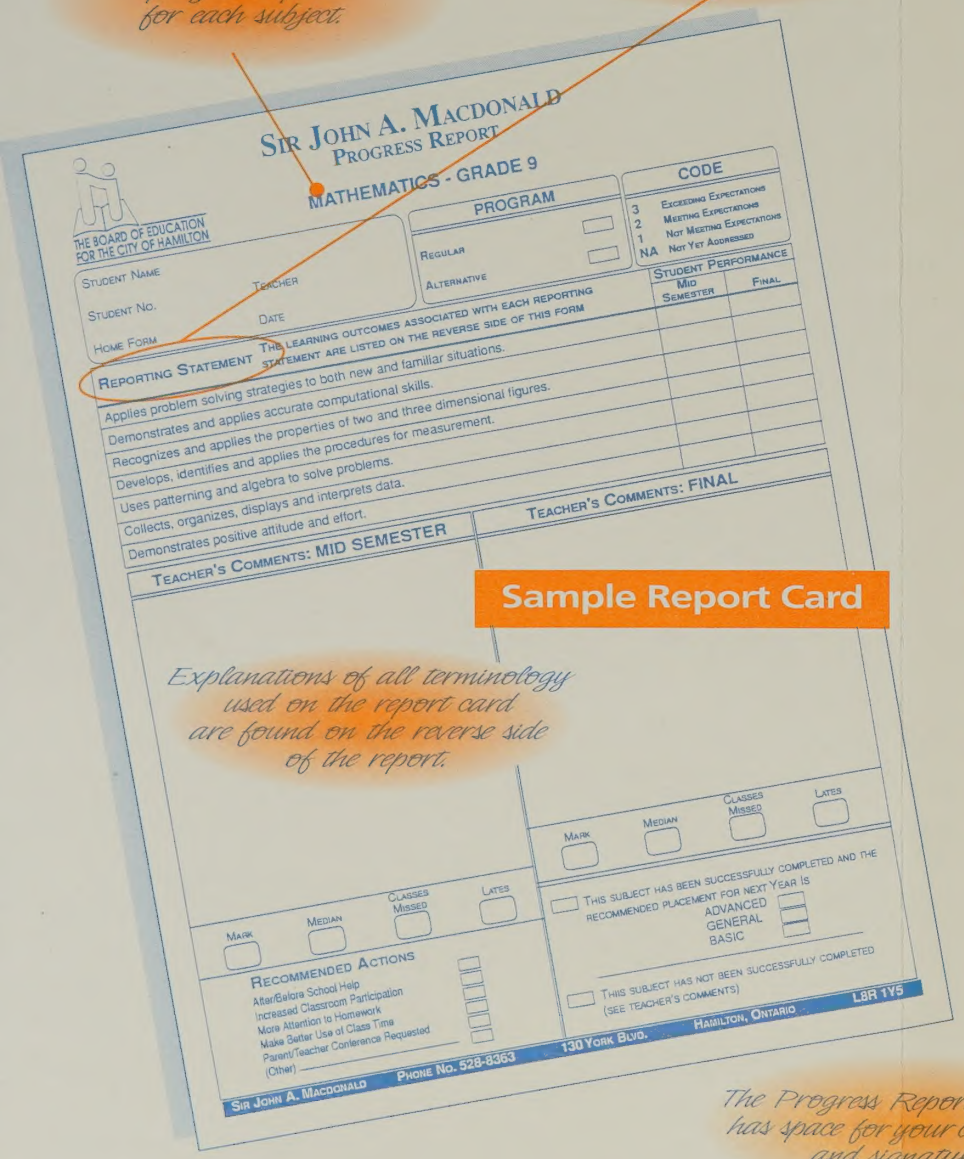
We've already talked about the importance of informing parents and students in a clear way about student learning and performance.

We've also said that the Common Curriculum focuses on on **Outcomes and Standards** for student learning.

Because of the importance of Outcomes and Standards in helping you to know more precisely how students are doing in school, we've changed the Grade 9 report card ***to state Outcomes for each subject*** and how students are doing in meeting these expectations. There will be a progress report, like the one below, for each subject.

There is a separate progress report for each subject.

In addition to a single mark, student's areas of specific strengths and weaknesses in each subject are identified via reporting statements.



Sample Report Card

Explanations of all terminology used on the report card are found on the reverse side of the report.

The Progress Report envelope has space for your comments and signature.

What is the difference between an **Outcome** and **grade** on a report card?

Report cards in Grade 9 will give parents a clear picture of a student's progress in mastering each Outcome in an individual subject. This means that an overall subject grade will no longer hide an unlearned skill. Failure to meet expectations in two or more reporting statements in any subject will result in failure in that subject. Thus a student will not be promoted without achieving the skills necessary for success at the next level.

What happens if a student is ahead or behind in attaining outcomes?

- All classes will include students with a wide variety of abilities, experiences and needs.
- Outcomes may be addressed at different levels:
  students who are capable will be encouraged to reach for the highest level of performance; students who are experiencing difficulty in successfully demonstrating the expected outcomes will be encouraged through a variety of strategies to strive to increase their level of performance.
- Schools have the responsibility of ensuring that all students achieve the expected outcomes, and must make every effort to address the special learning needs of individual students. Examples of ways and methods that may be used to meet these special learning needs include: flexible groupings of students, study of certain topics in greater depth and placement in a higher grade.
- Students who are identified as exceptional through the Identification, Placement, and Review Committee (IPRC) process may have special education programs and services provided. If a student is unable to meet the outcomes, an alternative program will be provided.

How will we determine if a student is promoted to Grade 10?

Successful completion of the Grade 9 program depends on the student demonstrating competence in a variety of learning outcomes in each subject or area of study.

Where a student is *"not meeting expectations"* in two or more ***reporting statements*** in any subject, the student will be required to raise his or her level of performance in this subject.

THIS INFORMATION BROCHURE WAS PRODUCED BY THE PROGRAM DEPARTMENT AND THE PUBLIC RELATIONS DEPARTMENT, (905) 521-2508
Your feedback is welcome.

What happens if a student does **not** successfully complete the Grade 9 program?

There are several options available:

- Repeat Grade 9
- Attend a Grade 9 summer school program where specific learning outcomes that have not been met by the student will be addressed.
- Probationary placement at the Grade 10 level in an appropriate subject. Upon completion of the Grade 10 course, the Grade 9 course will be deemed to be complete.
- Individual schools may offer alternative programs to meet the needs of students.

How does this new program relate to secondary school graduation?

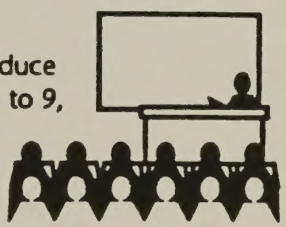
Successful completion of the Grade 9 program plus 22 credits earned in grades 10-12/OAC are required for secondary school graduation.

If you have more questions about the Grade 9 program, please contact your secondary school guidance department.

RECYCLED PAPER

APPENDIX VII

THE Ministry of Education and Training requires that all schools introduce the Common Curriculum in Grades 1 to 9, not later than September 1996. This year, Common Curriculum standards and outcomes were introduced into the Grade 9 program at all secondary schools. Outcomes and standards for Grades 1 to 8 are in the development and testing stage, as we prepare to introduce the Common Curriculum, Grades 1 to 8, in September 1996.



PARENT INPUT IS NEEDED

Our Board is seeking the assistance of parents who wish to be part of a review of learning outcomes for math and language arts, Grades 1 to 8. As reflected above, these outcomes are in the testing stage as part of our preparation to introduce the Common Curriculum in Grades 1 to 8, in September 1996.

Parent participants in the review process will be organized into review teams either at the school or system level.

If you are interested in participating in this review process, please contact your school principal.

Your input is important to us.

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

URBAN/MUNICIPAL
CA4 ON HBL W26
A38
1995

URBAN MUNICIPAL

NOV 10 1995

GOVERNMENT DOCUMENTS

AGENDA

PROGRAM COMMITTEE

1995 11 09

Confirmation of the minutes of the regular meeting of 1995 10 12.

GENERAL

NEW BUSINESS:

1. Special Education Concerns – Requested by Trustee Hill

   - I.P.R.C. Procedures
   - Resource Help to Students

2. Report of the Supervised Alternative Learning for Excused Pupils Committee

Pages 1 and 2

REPORT OF THE SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS COMMITTEE

Present: Trustees Orban (Chairman), Bishop, MacDonald, Rogers and Stewart.

Also Present: E. Szkodziak (Adolescent Community Care Program), T. Ridley (Child and Family Services - Chedoke-McMaster Hospitals), J. Holbrook (McMaster Social Work student), C. Davidson (McMaster Social Work student).

Officials Present: E. Bond (Superintendent of Program Services), K. Hibbins (Project Team Leader - Social and Interpersonal Skills) and D. Sayers (Consultant - S.A.L.E.P.).

The Committee recommends:

GENERAL

1. That the 1994-1995 Annual Report of the Supervised Alternative Learning for Excused Pupils Committee (SALEP) program, including the Statistical Report (attached) be received for information.

2. That a full-time equivalent position for SALEP be approved.

Respectfully submitted

Committee Room
1995 10 23

L. ORBAN
Chairman

SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP)
ANNUAL STATISTICS

CHART 1

SCHOOL YEAR : 1994 - 1995

	AGE 14		AGE 15		TOTAL		GRAND TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
1. SALEP students attending day school as part of their program	1		1		2		2
2. SALEP students attending day school as well as taking Continuing Education courses							
3. SALEP students taking correspondence courses or home study	10	4	7	22	17	26	43
4. SALEP students with no educational component	1	1	9	4	10	5	15
5. Total number of students on SALEP	12	5	17	26	29	31	60
6. Applications presented but not approved by the SALEP Committee							
7. Applications received but not presented to the SALEP Committee	22	1	16	6	38	7	45
8. Total Number of Applications	34	6	33	32	67	38	105

APPLICATIONS AS PER SCHOOL PROGRAM

1. Elementary Panel:							
Grade 6							
Grade 7							
Grade 8	2	1			2	1	3
2. Secondary Panel:							
Grade 9 - vocational	2		3	3	5	3	8
Grade 10 - vocational							
Grade 9 - composite	8	4	10	19	18	23	41
Grade 10 - composite			4	4	4	4	8
3. Total Number of Students on SALEP	12	5	17	26	29	31	60

URBAN/MUNICIPAL
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A38
1995

URBAN MUNICIPAL

DEC 6 1995

GOVERNMENT DOCUMENTS

AGENDA

PROGRAM COMMITTEE

1995 12 07

Confirmation of the minutes of the regular meeting of 1995 11 09.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Special Education Concerns – Requested by Trustee Hill

   - I.P.R.C. Procedures
   - Resource Help to Students

2. Update on Specialized ("Magnet") Programs and Courses in Secondary Schools **Pages 1 to 6**

NEW BUSINESS:

1. Appointment of Central Review Committee (Selection of Learning Resources) [Annual] **[Report will be placed in Trustees' lockers on 1995 12 04]**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on Comprehensive Classes **Pages 7 to 16**

Date: 1995 12 07

To: Chairman and Members
Program Committee

From: Donald Goodridge, Director of Education

Re: **Update on Specialized ("Magnet") Programs and Courses in Secondary Schools**

Report: For information and decision

Background:

The Secondary Futures Steering Committee was established with the mandate

" To propose directions for secondary education in Hamilton in terms of

- *the nature and function of our secondary schools;*
- *the organization of our secondary schools: and*
- *programming in our secondary schools."*

Following is a chronology of events that have occurred to date in relationship to the mandate of the Secondary Futures Steering Committee.

In December 1994 the Board passed a Magnet Program Policy and Action Plan.

In May 1995 a progress report was presented to the Board which outlined the process which the schools were requested to use in the development of their magnet proposals.

On October 16 and 19, 1995 , at meetings open to the public, each of the Secondary Schools as well as the Adult and Continuing Education and the Phoenix Alternative programs, presented proposals. The audience included the Secondary School Futures Steering Committee, principals, trustees, parents, students, teachers, a Hamilton Spectator reporter, Federation representatives and Board officials.

On October 19, 23 and 24 the proposals and their implications were reviewed by the System Allocation Team of the Secondary Futures Committee. **(Appendices A, B, C)**

On November 1, 1995 the Director met with the Secondary principals, program leaders, and their planning teams to discuss the further development of the programs proposed. **(Appendix D)**

Issue:

To update Trustees on the present stage of development of magnet (specialized) programs in secondary schools.

Recommendations:

1. That the "Update on 'Magnet' (Specialized) Programs and Courses in Secondary Schools" be received for information
2. That progress reports be presented to the Program Committee during the 1995/96 school year to include the following:
   - Current financial and human resources at the secondary level
   - Needs of special groups of students including:
     - Adult and Continuing Education
     - Alternative Education
     - Basic Level Programming
     - Special Education
     - Vocational Education
     - English as a Second Language
   - Goals for magnet schools and programs regarding:
     - Action Plan Development
     - Community Involvement
     - Cost Analysis Relative to the "Focus"
     - Middle Schools
     - Student Performance
     - Teacher and Organizational Unit Objectives Relative to the "Focus"
   - Organizational structure (system/school levels)
   - The changing nature of the core program in the Specialization Years and implications

Rationale:

In the process of developing their reports, the secondary schools reviewed their programs and explored program directions which would enable them to address the diverse needs of students. Most schools indicated that this was a needed process which was demanding, revealing and stimulating. Their proposals reflected a responsible and accountable process and there was a commonly expressed enthusiasm for continuing their investigations and development in spite of necessary caution because of uncertainty over such concerns as the impending "Sweeney Report" and unannounced Ministry program directions. To this end a "Stage 3" process **(Appendix D)** was designed to help each of the secondary schools teams focus on specific items that must be dealt with as they proceed in their proposed directions.

The proposals submitted were cautious in their approach. Two schools, Scott Park and Mountain presented magnet school proposals, while Churchill proposed the development of current programming trends into a full magnet focus.

Hill Park, Westdale, Sherwood, MacNab and Glendale asked to continue the exploration of new programs or school wide directions while, along with the remaining schools, being allowed to serve their existing school populations.

Westmount asked to continue as a presently constituted magnet while exploring some possible new directions.

None of the proposals will entail the closure of programs in schools, or the competition between schools for the same program. The possible duplication between Westdale and Westmount on the International Baccalaureate proposal will be pursued through discussion with those schools and English as a Second Language programs will be dealt with in a report proposed for the spring of 1996. Therefore, at this stage, no cost savings are envisaged, but enhancement to revenue may be a possibility as new and specialized programs are expected to attract and retain students.

Because changes to legislation which will affect secondary education are expected, at this time, the development of the core program would be premature.

Appendix A: Presentation and Assessment Process for Proposals (October 1995)

Appendix B: Proposals Summary (Grid Format)

Appendix C: Proposals Summary (Map Format)

Appendix D: Process - Stage 3

ASSESSMENT OF PROPOSALS TO DETERMINE MAGNET (FOCUS) SITES

The assessment of proposals and determination of sites will involve two stages.

Stage 1 is the assessment of the proposals as they are presented. Observers of the process may complete a **PROPOSAL ASSESSMENT** form where comments or questions can be recorded. These forms will allow the team making the final recommendations to have access to as wide a range of data, reaction, and comment as possible.

Stage 2 will utilize a selected committee, the **SYSTEM ALLOCATION TEAM,** which will consider all of the input available in preparing a report which will recommend the magnet or focus locations.

1. PROPOSAL ASSESSMENT

Proposal assessment forms will be available on which individuals at the presentations may record comments and/or questions about a specific proposal.

The primary purpose of these forms is, however, to assess the proposal's attention to the criteria which have been established as a framework for actual program development.

Each school will later have access to all of the assessment material related to its proposal(s). This information will be of vital interest and value to successful proposals as each site begins the development stage of the implementation process for its particular direction(s).

The assessment sheets should be placed into the school labelled boxes at the front of the auditorium as soon after a presentation as possible so that the input can be prepared to be available to the System Allocation Team in their deliberations.

2. SYSTEM ALLOCATION TEAM

This team will be responsible for recommending the allocation of the sites for successful proposals. The members of this team will use their own assessments plus the information submitted by other individuals to develop these recommendations.

The team must consider the attention the proposal has given to the established criteria.

The team will also be responsible for ensuring that the distribution of programs across the city promotes equity and balance to as fine a degree as is possible at this early stage in the development process.

One further and critical responsibility of this team will be to include, in the feedback to the schools, concerns and/or conditions and/or recommendations designed to enhance a proposal's potential ability to meet a system need.

The **System Allocation Team** will be made up of two components:

a. the final decision group consisting of:

The Director	Supt. of Program
Trustees (4)	Supt. of Schools (2)

b. the observation and consultation group consisting of:

Futures Committee	Pres. OSSTF
members not in a.(6)	Pres. H.T.F.

Appendix B: Proposals Summary

SECONDARY SCHOOL MAGNET/FOCUS PROPOSALS DRAFT

To be Further Refined and Reviewed

SCHOOL/PROGRAM	PROPOSAL	MAGNET	
		School	Program
ADULT & CON. ED.	° Integration with schools		X
	° Restructure department		
	° ESL		X
BARTON	° Community School		
	° Film Animation (existing)		
	° Photography (existing)		X
DELTA	° Full Service Community School ##		
GLENDALE	° ESL (existing)		X
	° Pacific Rim (Heritage Language)		X
	° Personal and Environmental Wellness		X
HILL PARK	° Full Service Community School		
	° Arts (Integrated)		X
	° Construction & Transportation Tchnlgs.		X
	° Day Care/Parenting		X
	° Special Ed. (Dev. Challenged)		X
MOUNTAIN	° Entrepreneurial:	X	
	- Integrate Acad./Tech.	X	
	- Employability Skills	X	
	- Partnerships	X	
PARKVIEW	° Cosmetology (existing)		X
	° Horticulture (existing & expand)		X
	° Health Care Aide (existing & expand)		X
	° Gr.9 Alternative Program-Transitions		X
	° Chef assistant (amongst possibles)		X
PHOENIX	° Transition courses for 17 - 19 yr. olds		X
	° Include ACES referrals		X
	° Consider exceptionality transfers		X
	° Grade 7 & 8 transfers		X

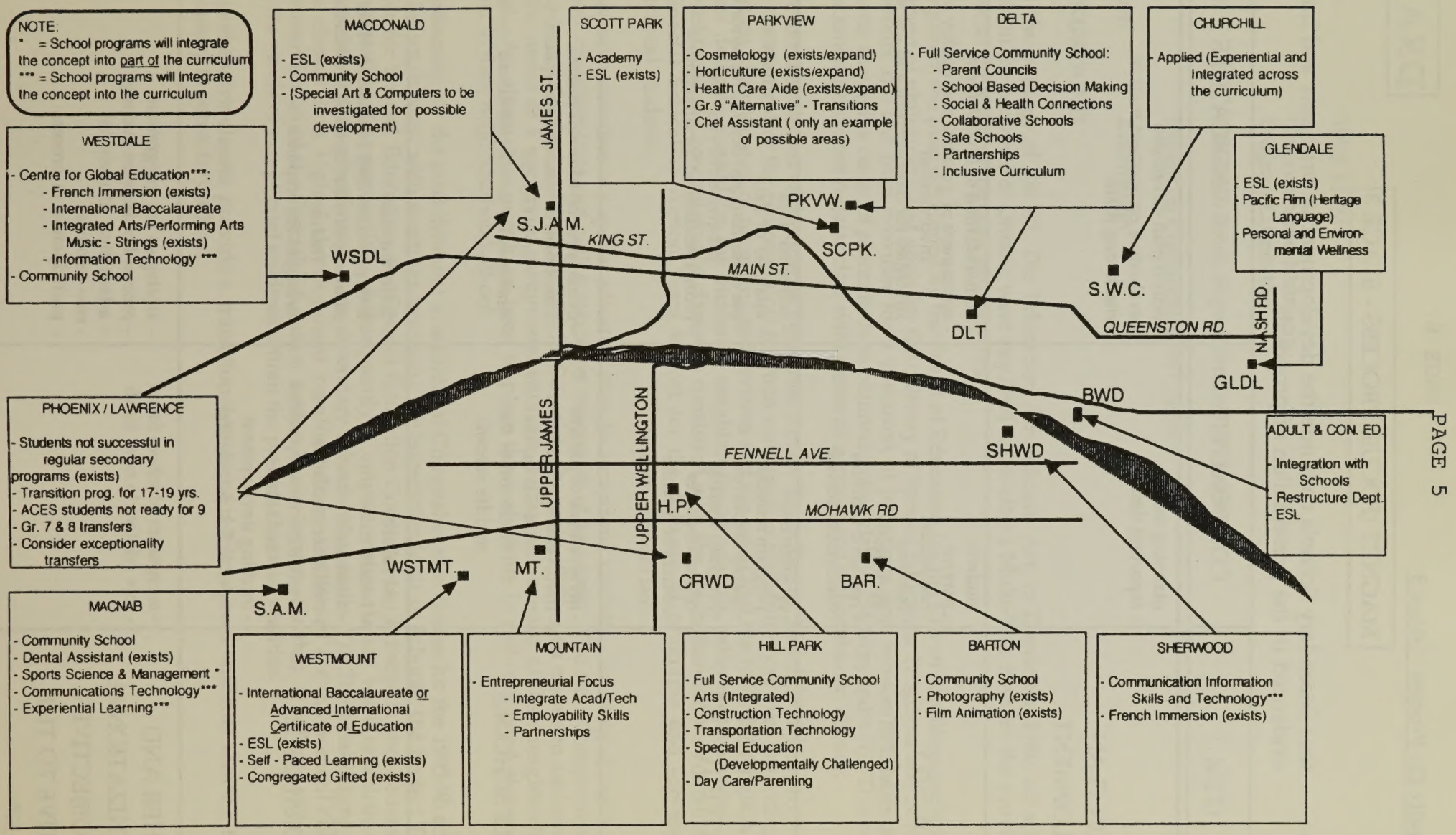
SCHOOL/PROGRAM	PROPOSAL	MAGNET	
		School	Program
SCOTT PARK	° Academy	X	
	° ESL (existing)		X
SHERWOOD	° Communication Information Skills and Technology ***		
	° French Immersion (existing)		X
SIR A. MACNAB	° Community School		
	° Dental Assistant (existing)		X
	° Sports Science & Management *		X
	° Communications Technology ***		
	° Experiential Learning ***		
SIR J. A. MACDONALD	° ESL (existing)		X
	° Community School		
	° Special Art		X
SIR W. CHURCHILL	° Applied (Experiential/Integrated)	X	
WESTDALE	° Centre for Global Education***		
	° French Immersion (existing)		X
	° International Baccalaureate		X
	° Integrated Arts/Performing Arts		X
	Music- Strings (existing)		X
	° Information Technology ***		
WESTMOUNT	° Community School		
	° International Baccalaureate or		X
	Advanced International		
	Certificate of Education		X
	° ESL (existing)		X
	° Self-Paced Learning (existing)	X	
	° Congregated Gifted (existing)		X

Parent Councils, School Based Decision Making, Social & Health Connections, Safe Schools, Collaborative Schools, Partnerships, Inclusive Curriculum

* School programs will integrate the concept into part of the curriculum

*** School programs will integrate the concept into the curricul

Appendix C: Proposals Summary



DRAFT

MAGNET (FOCUS) PROCESS - STAGE 3

Purpose: that Secondary Schools continue the development of processes and initiatives evidenced in the presentation of proposals

ITEM	COMPONENTS	INDICATORS
ACTION PLAN DEVELOPMENT	- planning teams - reporting dates	- action plan developed - evaluative component built in - marketing plans
COMMUNITY INVOLVEMENT	- students - parents - neighbours - business - agencies - resource facilities - community service	- demonstration of involvement - assessment of quantity and quality of involvement - strategies for development and use of links
COST ANALYSIS RELATIVE TO THE "FOCUS"	- program costs - program reduction - shared resources - program sharing - cost of resources - sources of revenue - cost to access revenue	- collected data - analysis of data - use of the common Board process for costing programs (93 - 06 - 08) - recommendations for direction(s)
MIDDLE SCHOOLS	- involvement of parents - involvement of staff and students (at the discretion of the middle school)	- demonstration of involvement - assessment of quantity and quality of involvement - strategies for development and use of links
STUDENT PERFORMANCE	- test results - failure rates - attendance - credit accumulation - student turnover by school and subject - tracking development - Special Ed. population	- collected data - interpretation and evaluation of data - summary of outcomes and implications of findings - strategies for response
TEACHER AND ORGANIZATIONAL UNIT OBJECTIVES RELATIVE TO THE "FOCUS"	- acceptance of school focus - role relative to new focus	- strategies for integration - process for decision making - adaptation of material - new resources - participation in process

Date: 1995 12 07

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Report on Comprehensive Classes

Report: Information

BACKGROUND

With the passage of Bill 82, The Education Amendment Act, in December 1980, all school boards in the province of Ontario were required to develop a Multi-Year Plan for the provision of Special Education Programs and Services.

As required, the plan developed by the Board of Education for the City of Hamilton included a statement of philosophy and goals for the delivery of Special Education Programs and Services (Appendix I). The plan provides for a spectrum of programs and services for exceptional students, through a range of placements as outlined in Regulation 298 (Appendix II). This range of placements includes regular class with resource support and self-contained classes.

The recommendations of the Special Education Action Team Report, March 1992 (Appendix III) are a restatement of the philosophical position contained in the Multi-Year Plan regarding the provision of a spectrum of programs and services and the belief that the focus for program and service delivery should be the students' neighbourhood schools, wherever possible. The establishment of Comprehensive classes is consistent with the recommendations contained in the Special Education Action Team Report for the delivery of programs and services to exceptional students.

A Comprehensive class is a special education class for exceptional students, consisting of pupils with different exceptionalities and with a maximum enrollment of 16 pupils. The first Comprehensive class was established at Chedoke Middle School in the early 1990's as a means to address the specific needs of a variety of exceptional students, within the context of their neighborhood school. An alternative may have been to place these students in self-contained classes not located in their neighbourhood school.

The planning for the establishment of additional Comprehensive classes for the 1995-96 school year began in May, with meetings involving the Superintendents of Schools, the Project Team Leader for Special Education, the Special Education Consultants, Principals and Federation representatives (Appendix IV). Subsequently, Comprehensive classes were established in twelve elementary schools and three secondary schools (Appendix V). The establishment of these classes is a logical development resulting from the Board's endorsement of the recommendation of the Special Education Action Team Report. Further, it reflects efforts to meet the needs of exceptional students within the present financial realities.

Comprehensive classes provide a transitional bridge for exceptional students moving from elementary to secondary school.

Placement of Exceptional Students as of September 30, 1995

	Self-Contained Class	Regular Class	Total
Elementary	1,378	507	1,885
Secondary	313	1,376	1,689
	1,691	**1,883**	**3,574**

The chart indicates that a significant number of exceptional students who are in a self-contained placement during their elementary grades are placed in a regular class placement beginning in grade 9. The Comprehensive class in Middle School with a maximum of 16 students provides a transition between an elementary special class with 6 to 12 students and a secondary regular class placement with 24 to 30 students. Some secondary schools have recognized the need to assist students with this transition through the establishment of transitional classes in grade 9.

Appendix IV outlines the planning process for Comprehensive classes and includes ongoing in-service and the evaluation of the Comprehensive classes by May 1995.

ISSUE

To provide trustees with information related to the provision of programs and services for exceptional students through Comprehensive classes.

RECOMMENDATION

That the Report on Comprehensive classes be received for information.

RATIONALE

See Appendices I - V

APPENDICES

Appendix I	The Board of Education for the City of Hamilton, Philosophy and Goals for Special Education
Appendix II	Regulation 298, Special Education Programs and Services
Appendix III	Recommendations from the Special Education Action Team Report
Appendix IV	The Planning Process
Appendix V	Comprehensive Classes 1995-96

Board's Philosophy and Goals for Special Education

The Board of Education for the City of Hamilton believes that every pupil within its jurisdiction should be ensured access to the widest educational opportunities including the provision of program and service modifications. Such modifications should include a variety and continuum of educational strategies, techniques, resources and support services to be provided in regular classes within the pupil's home school, where possible.

However, where the behavioural, communicational, intellectual, physical or multiple exceptionalities are such that the pupil is identified by an Identification, Placement and Review Committee as an exceptional pupil in need of placement in a special education program --

- the special education program will be based on and modified by the results of continual assessment and evaluation including a plan containing specific objectives and an outline of educational services that will meet the needs of the exceptional pupil and

- the special education services will include all the facilities and resources available to the Board, including support personnel and the equipment necessary for developing and implementing special education programs.

The Board of Education for the City of Hamilton will ensure, therefore, that all exceptional children within the jurisdiction of the City of Hamilton have available to them, in accordance with the Education Act, and the appropriate Regulations, special education programs and services without payment of fees by parents or guardians, and will provide for the parents or guardians an opportunity to appeal the identification or placement of the pupil.

"The vision of Hamilton Board is to have a student-centered and school-based educational system which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communication and challenges students to continued achievement."

The Board of Education for the City of Hamilton:

1) reaffirms its commitment to a delivery of special educational services model which attempts to provide a continuum of intervention strategies dependent upon the degree of disability or exceptionality of each pupil within its jurisdiction.

2) will continue to provide a range of appropriate special education programs and services: from assistance within the regular classroom setting to placement in segregated special education facilities.

3) will continue to provide highly qualified and competent personnel, including those with special education qualifications, as teachers, resource persons and administrators.

Special Education Programs and Services

31. The maximum enrolment in a special education class shall depend upon the extent of the exceptionalities of the pupils in the class and the special education services that are available to the teacher, but in no case shall the enrolment in a self-contained class exceed,

(a) in a class for pupils who are emotionally disturbed or socially maladjusted, for pupils who have severe learning disabilities, or for pupils who are younger than compulsory school age and have impaired hearing, eight pupils;

(b) in a class for pupils who are blind, for pupils who are deaf, for pupils who are trainable retarded, or for pupils with speech and language disorders, ten pupils;

(c) in a class for pupils who are hard of hearing, for pupils with limited vision, or for pupils with orthopaedic or other physical handicaps, twelve pupils;

(d) in a class for pupils who are educable retarded children, twelve pupils in the primary division and sixteen pupils in the junior and intermediate divisions;

(e) in an elementary school class for pupils who are gifted, twenty-five pupils;

(f) in a class for aphasic or autistic pupils, or for pupils with multiple handicaps for whom no one handicap is dominant, six pupils; and

(g) on and after the 1st day of September, 1982, in a class for exceptional pupils consisting of pupils with different exceptionalities, sixteen pupils.

RECOMMENDATIONS

1) **CONCEPT OF NEIGHBOURHOOD SCHOOL**

The needs of all students including Exceptional students should be met wherever possible in their neighbourhood school.

2) **IMPORTANCE OF THE CLASSROOM TEACHER**

Resources to support program delivery to all students including Exceptional students must continue to be applied at the school and within the classroom.

3) **PROVISION OF RANGE OF PROGRAMS**

It is essential that a range of programs be provided given the unique and varying needs of the student population.

4) **CONCEPT OF D.A.R.T. PROCESS**

The school Diagnostic & Resource Team must function through a problem solving process which enables the school to access resources for individual students.

5) **VIEW OF EDUCATION AS A PARTNERSHIP**

Parents must be viewed, and be encouraged to view themselves, as contributing and worthwhile members of the school team attempting to provide the best possible level of service and communication on behalf of each individual student.

Moreover, it is seen as essential that there be increased coordination between the school and the community at large.

6) **D.A.R.T. PROCESS COORDINATION**

A person must be identified to coordinate the information and services concerning each student involved in the D.A.R.T. process.

7) **BALANCING SCHOOL AUTONOMY AND SYSTEM UNIFORMITY**

There is a clearly identified need to establish system expectations that will provide a framework for program & service delivery responsibility within the areas and schools.

8) PROVISION OF COORDINATING FUNCTIONS

There is a need to coordinate the special education and services functions at the system level with the special education and services functions at the area and school levels.

9) IMPORTANCE OF THE STUDENTS' SOCIAL-EMOTIONAL NEEDS

Social emotional needs for all students, including Exceptional students, must be addressed through curriculum review, development and implementation.

10) IMPORTANCE OF A CUMULATIVE RECORD OF STUDENT INFORMATION

A cumulative profile of student information will be compiled through the effective tracking of interventions and student strengths and needs.

11) REVIEW OF ASSESSMENT PROCESSES

A review of our existing assessment processes within the full range of Exceptionalities must be conducted.

12) NECESSITY OF REDEFINING ROLES AND FUNCTIONS

A clear definition of the roles and functions of support staff must be developed as a result of the restructuring of program delivery.

13) IMPORTANCE OF STAFF DEVELOPMENT

Staff development and inservice must be a priority to support the restructuring of program delivery.

14) IMPORTANCE OF PROGRAM ACCOUNTABILITY

An evaluative process within the framework of program accountability must be developed to ensure improved student learning outcomes.

15) NECESSITY OF EFFECTIVE COMMUNICATION

As a system we must undertake an active role to increase school and community awareness and understanding of this philosophy and these belief statements.

CONCEPT OF NEIGHBOURHOOD SCHOOL

1) The needs of all students including Exceptional students should be met wherever possible in their neighbourhood school.

Rationale:

This allows students to remain in their own community in order to establish an identity and social relationships with other students. Students transported outside their neighbourhood school area can experience social isolation in their community. Societal trends, research, parent and advocacy groups and recent political decisions strongly support the neighbourhood school concept.

Implications:

- In order for the neighbourhood school to fulfill this mandate the Consultative-Collaborative Model to problem solving must be used.

  Components of the Consultative-Collaborative Model include the following:
  - i) use of descriptions of needs to reduce labelling of students
  - ii) an indirect service bias
  - iii) heightened use of systemic intervention
  - iv) professional development at all levels
  - v) a pivotal role of the in-school resource teacher
  - vi) sufficient resources to provide support to the classroom teacher
  - vii) increased home-school partnership in problem solving
  - viii) increased use of data and curriculum-based assessments
  - ix) in-school resource group-Principal/Vice-Principal, L.R.T., G.L.R.T., Teacher, Parent
  - x) community resources where applicable.

- An acceptance of responsibility for each student by the student's neighbourhood school. Linkages will be maintained and the goal for students in System or Area self-contained classes will be to return to the neighbourhood school.

- When resources are provided within the neighbourhood school to support the classroom teacher, then a reduction in the number of self-contained classes should occur. The redeployment of staff (Teachers & Educational Assistants) through reduction of self-contained classes to ensure sufficient resources can occur. Parents must be involved in the consultation process through the Annual I.P.R.C Review before student placement from self-contained to regular class occur.

Cost Implications:

Inservice within existing time and resources to inservice all staff on the Consultative-Collaborative Model and the roles and responsibilities involved.

Cost savings - Transportation - Once

Timelines:

Begin Implementation 1992-93 school year.

PROVISION OF RANGE OF PROGRAMS

3) It is essential that a range of programs be provided given the unique and varying needs of the student population.

Rationale:

A wide range of needs requires a range of programs and services for all students. There must continue to be appropriate opportunities, from total integration to self-contained programs, within this continuum of services from J.K. - Grade 12/O.A.C.

At all levels the program emphasis should be on integrating students wherever and whenever possible.

Schools should endeavour to provide comprehensive programs aimed at long term goals.

Implications:

- Each Area should have a full complement of self-contained programs (G.L.D.,S.L.D., Gifted, Speech/Language, Behaviour).
- All schools to have access to system programs (Orthopaedic, Vision, Hearing Impaired, Developmentally Challenged, Multiple, Autistic, Assessment).
- Support staff in each Area will require specialized training in Gifted, Behaviour and Developmentally Challenged programming.

Cost Implications:

Corresponding savings to be noted in reduced number of self-contained classes thus teachers and E.A.'s will be available for redeployment. There will be a corresponding reduction in transportation costs.

Timelines:

Begin Implementation 1992-93 school year.

APPENDIX IV

The Planning Process

May, 1995
a) Placement meetings to determine special education class placement of Exceptional; Self-Contained students for September 1995. An initial meeting was held with the special education consultants and program and accommodation chairs to review the process. The consultants and co-ordinator met for the rest of the week to manually "place" students in classes. Result: Number of students identified exceeded the resources available, primarily at the Middle School level.
b) Special Education Co-ordinator, Consultants, Accommodation Chairs, Superintendent of Schools met to discuss plans for placement of students. Alternatives explored included: 1) Adding additional resources
2) Leaving students on an awaiting placement list for 1995-96, and providing service within a regular class.
3) Forming more comprehensive classes in Middle School level to assist the Middle Schools involved to meet the needs of its own school population.

Alternative 3 was accepted as the only possible course of action, within the existing resources and legislation, and consistent with philosophy, action team recommendations, and the needs of the Middle School learner.

June, 1995 - meeting held with Middle School principals involved to discuss the rationale behind the formation of more comprehensive classes. School principals, Special Education co-ordinator and consultants, Federation representatives, Superintendent of Program and Superintendent of Schools were present.

June, 1995 - 1st meeting of teachers of comprehensive classes. Presentation by Julia Heron, Chedoke School Comprehensive class teacher.

September, 1995 - Meeting with Learning Resource Teachers. Discussion included learning centres, comprehensive classes, exit criteria (from self-contained classes) and the IPRC process.

September 28, 1995 - 2nd meeting of teachers of comprehensive classes. Discussion of common issues/concerns and effective strategies. Plans to meet bi-monthly, at various locations, were formulated. Next meeting will be held in late November; topic - tracking mechanisms.

Evaluation Process: The comprehensive class concept will be evaluated, via questionnaire, to determine the strengths and needs of the concept and to make recommendations for the future. Evaluation will be completed by May, 1995.

APPENDIX V

COMPREHENSIVE CLASSES SEPTEMBER, 1995

Lower City

SCHOOL	BE	DD	GLD	Gifted	MU	SLD	S&L
Elementary							
Adelaide Hoodless	X		X			X	
Elizabeth Bagshaw	X		X	X		X	
Lake Avenue	X		X			X	
Memorial			X			X	
Ryerson			X			X	
Tweedsmuir	X		X			X	X
Viscount Montgomery			X		X	X	X
W.H.Ballard			X			X	
Secondary							
Sir Winston Churchill		X	X				
Westdale		X			X	X	

COMPREHENSIVE CLASSES SEPTEMBER, 1995

Mountain

SCHOOL	BE	DD	GLD	Gifted	MU	SLD	S&L
Elementary							
Burkholder						X	X
Chedoke		X	X		X	X	X
George L.Armstrong	X		X	X		X	X
Lawfield						X	X
Secondary							
Hill Park			X			X	

* BE Behavioural
DD Developmentally Disabled
GLD General Learning Disability
MU Multiple
SLD Specific Learning Disability
S&L Speech & Language

URBAN/MUNICIPAL
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1995

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SPECIAL MEETING

URBAN MUNICIPAL

DEC 6 1995

GOVERNMENT DOCUMENTS

1995 12 04

TO THE CHAIRMAN AND MEMBERS
PROGRAM COMMITTEE
(Trustees Bishop, Gage, Johnstone, Mulholland, Patenaude, Rodgerson and Stewart.)

Ladies and Gentlemen:

As indicated on the December Agenda of the Program Committee, enclosed is the following report which will be considered at the 1995 12 07 meeting:

- **Appointment of Members to the Review Committee - Policy and Procedures for the Selection of Learning Resources**

Members are asked to bring this report with them to the meeting.

Yours truly,

D. W. Goodridge
Director of Education
and Secretary

rt

Notice sent to all trustees.

Date: 1995 12 07

To: Chairman and Members
Program Committee

From: Elizabeth Bond, Superintendent of Program

Re: Appointment of Members to the Review Committee - Policy and Procedures for the Selection of learning Resources

Report: Information/Decision

BACKGROUND

The Policy and Procedures for the Selection of Learning Resources, approved by the Board in June 1994 included a statement of policy, general guidelines for the selection of materials and a process for reconsidering learning resources whose appropriateness is challenged. The policy requires the annual appointment of members to a Central Review Committee in December of each year. It is the mandate of this committee to respond to a challenge of appropriateness of a resource that has not been resolved at the school level.

The Central Review Committee shall consist of the following members:

Superintendent of Program
Trustees
Parent/Community Representatives
Representative of Principals' Associations
Federation Representatives

All members of the 1995 Committee were contacted and when invited to retain their membership, all but two responded in the affirmative. Additionally, there are new nominees representing parents, community members and the Hamilton Women Teachers' Federation.

During the initial year of the operation of the Central Review Committee, suggestions were received from trustees related to the composition of the committee, particularly parent and community representation. In response a Public Notice (Appendix I) inviting participation appeared in the Hamilton Spectator 1995 11 15 and 1995 11 17. An orientation session attended by six community members was held 1995 11 24 at which time the Policy was reviewed, the mandate of the Committee explained and applications distributed. The applications were reviewed and nominees added to the existing complement.

ISSUE

To determine trustee approval for the appointment of nominees to the Central Review Committee for the term 1996 01 01 to 1996 12 31.

RECOMMENDATION:

That the following nominees be approved for appointment to the Central Review Committee for the term 1996 01 01 to 1996 12 31:

Elizabeth Bond	Superintendent of Program
Eleanor Johnstone	Trustee Representative
Geoff Korz	Trustee Representative
Barbara Ledger	Community Representative
Gilbert Mills	Community Representative
Hussein Kayhan	Community Representative
Linda-Sproule Jones	Community Representative
Margaret Mills	Community Representative
Mary-Lou MacDonald	Community Representtive
Paul Charles	Community Representative
Diane Rawsthorn	H.P.A. Representative
Judith Binns	H.S.S.P.C. Representative
Charlotte Crouch	O.S.S.T.F. Representative
Pat McKenna	O.P.S.T.F. Representative
Beverly Corsini	H.W.T.A. Representative

RATIONALE:

See Policy and Procedures for the Selection of Learning Resources pages 12-13 (Appendix II)

APPENDICES;

Appendix I Public Notice - Appointment of Citizens to the Central Review Committee for the election of Learning Resources

Appendix II Policy and Procedures for the Selection of Learning Resources.

The Board of Education for the City of Hamilton

Public Notice

The Board of Education for the City of Hamilton will be considering the appointment of citizens to the following committee:

The Central Review Committee for the Selection of Learning Materials

Note: Applicants shall be ratepayers who direct their education taxes to the Board of Education for the City of Hamilton.

All applicants must attend a mandatory Orientation Session, the purpose of which will be to outline the mandate of the committee, explain the time commitment, the qualifications required, and to answer any questions applicants may have.

The Orientation Session will be held in rooms 2 and 3 of the Education Centre, 100 Main Street West, Friday, November 24, 1995 -- 11:00 a.m.

Applicants who do not attend the Orientation Session will not be considered for appointment. Application forms will be available following the Orientation Session which must be returned to Elizabeth Bond, Superintendent of Program no later than Friday, December 1, 1995 -- 4:00 p.m.

Citizens attending the Orientation Session will be reimbursed for any parking costs incurred.

The Board of Education wishes to ensure that this committee reflects the diverse nature of Hamilton's population and encourages all residents to consider this opportunity.

E. G. Bond
Superintendent of Program

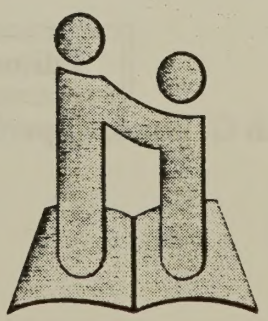
THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

Three (3) columns wide -- Place ad Wednesday, Nov. 15 or Friday, November 17.

POLICY AND PROCEDURES for the SELECTION OF LEARNING RESOURCES

for

The Board of Education for the City of Hamilton



Design: Sue Spring 1994 05 09

ACKNOWLEDGEMENTS

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Sue Spring, Program Department

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Procedure for Selection of Learning Resources	9
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LEARNING RESOURCES

The term " learning resources " refers to any material that is used for instruction and/or evaluation under the direction of the teacher. Learning resources include materials such as books, other print materials, charts, computer software, dioramas, filmstrips, flash cards, games, kits, laser disks, maps, microfilms, models, motion pictures, periodicals, pictures, puzzles, realia, slides, sound recordings, transparencies, and video-recordings.

Learning resources support and enrich the implementation of educational programs of the school.

INTRODUCTION

Several documents and resources have been consulted while developing this selection policy. They have shaped and guided the development of the criteria and procedures outlined in this document.

The CANADIAN CHARTER OF RIGHTS AND FREEDOMS identifies the following as some of our fundamental freedoms:

- **Freedom of conscience and religion**
- **Freedom of thought, belief, opinion, and expression, including freedom of the press and other media of communication**

CONSTITUTION ACT, 1982.

Similarly, the ONTARIO HUMAN RIGHTS CODE has as its aim:

"....the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community and the Province."

REVISED STATUTES OF ONTARIO, Chapter H19, 1990.

STATEMENT ON INTELLECTUAL FREEDOM

"All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society."

CANADIAN LIBRARY ASSOCIATION, Nov. 18, 1985.

"An education based on democratic principles ensures not only that students are exposed to different points of view on issues, but also that they learn to recognize biases and explore different philosophical positions as part of the process by which they develop and reflect on their personal value systems."

Ministry of Education and Training, THE COMMON CURRICULUM, Grades 1-9, February 1993, p. 4

"We are committed to an environment which reflects, respects, and celebrates the racial, ethnic, cultural and religious plurality of our society."

"Learning materials will reflect the roles, experiences and contributions made by both men and women in our pluralistic society."

Board of Education for the City of Hamilton

TOWARDS RACE RELATIONS AND ETHNOCULTURAL EQUITY, May, 1992.

STATEMENT OF POLICY

To meet the needs of students, teachers and the community, it is the policy of the Board of Education for the City of Hamilton to provide a wide range of learning resources at various levels of complexity, reflecting diversity of appeal, portraying gender and cultural inclusiveness, and representing multiple perspectives.

PURPOSE OF THE POLICY

The policy for the selection of learning resources is designed to do the following:

- foster an inclusive learning environment for all students by providing learning resources which reflect the diversity of Ontario and Canadian society within a global context;

- provide a range of learning resources representative of the experiences and perspectives of individuals from diverse backgrounds;

- establish criteria for the review, selection and use of print and non-print learning resources;

- provide a process whereby students, parents, teachers and other individuals may request reconsideration of learning resources.

GENERAL GUIDELINES FOR SELECTING LEARNING RESOURCES

It is the responsibility of the professional staff (see page 10) of the Board of Education for the City of Hamilton to support the following practices:

- establish effective collaboration with other members of the school community and the community at large;

- exercise good judgement to select learning resources which are of high quality, appropriate to the school community and consistent with the standards established by the Ministry of Education and Training;

- provide learning resources that:

  - ❖ enrich and support the curriculum taking into consideration the varied interests, abilities, learning styles and maturity levels of the student served,

  - ❖ stimulate intellectual growth, and develop literary and aesthetic appreciation,

  - ❖ address various aspects of issues enabling students to develop, with guidance, the practice of critical analysis and the ability to become informed decision makers,

  - ❖ reflect the contributions made by diverse groups in their community, Canada and the world.

- ensure ongoing re-evaluation of learning resources to support changing curriculum needs and to reflect the school community.

CRITERIA FOR SELECTION OF LEARNING RESOURCES

GENERAL STATEMENT

Knowledge of existing learning resources is essential to ensure the selection of additional materials which represent balanced perspectives on a topic. As a result of historical and social contexts, some resources may reflect values and use terminology that might not be considered appropriate. However, they may be valuable resources to meet specific curriculum objectives. Although not all the following criteria can be met in each resource, those involved in the selection process should consider these priorities:

I. APPROPRIATENESS

Learning resources should:

- be relevant to the curriculum as outlined by the Ministry, the Board and the school
- address a range of specific needs of students in terms of their
  - emotional development
  - intellectual development
  - language development
  - learning styles
  - physical development
  - social development

II. BIAS AND CULTURE

Learning resources should:

- reflect Canada as a multicultural nation
- be inclusive of and sensitive to gender and peoples of diverse backgrounds, beliefs and experiences
- support specific curriculum objectives which, among others, encourage the exploration of differing points of view

III. STANDARDS AND AESTHETICS

*Whenever applicable, the **content** of learning resources should:*

- be current and accurate
- be well written and produced
- be well organized and clearly and logically presented
- contain appropriate visuals

*Whenever applicable, the **format** of learning resources should:*

- be of high technical and aesthetic quality
- be of good quality material designed for durability
- be visually attractive
- include visuals (pictures, charts, graphs, tables, maps, etc.)

CANADIAN PERSPECTIVES WOULD BE ENHANCED

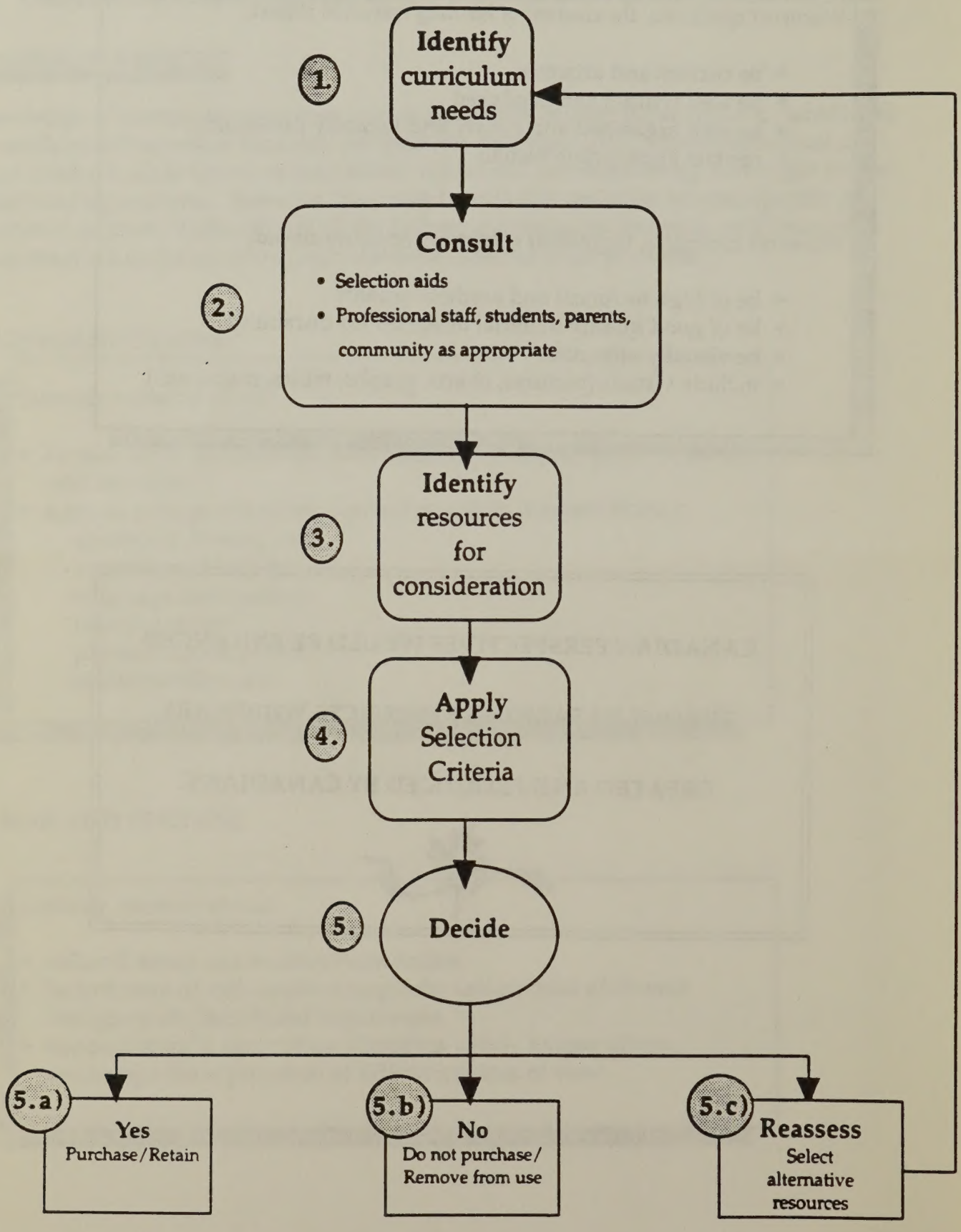
THROUGH LEARNING RESOURCES WHICH ARE

CREATED AND PRODUCED BY CANADIANS.

Table I

Procedure for Selection of Learning Resources

This procedure will apply to new materials being considered for purchase and to existing resources being re-evaluated.



PROCEDURE FOR SELECTION OF LEARNING RESOURCES

See Table I

1) Learning resources chosen for inclusion in the schools of the Board of Education for the City of Hamilton are selected primarily to meet identified curriculum needs.

2) Professional staff in accordance with the Education Act recommend learning resources based on professional judgement and consultation with others. **Professional staff** include: teacher-librarians, teachers, consultants, co-ordinators, principals and other administrative staff. Students, parents and community representatives may also be consulted in the selection process.

   Professional staff consult selection aids when considering new learning resources for purchase or when re-evaluating existing resources. **Selection Aids** include: Ministry of Education's Circular 14, professionally written or prepared reviews, resource guides, and the learning resource itself, when available.

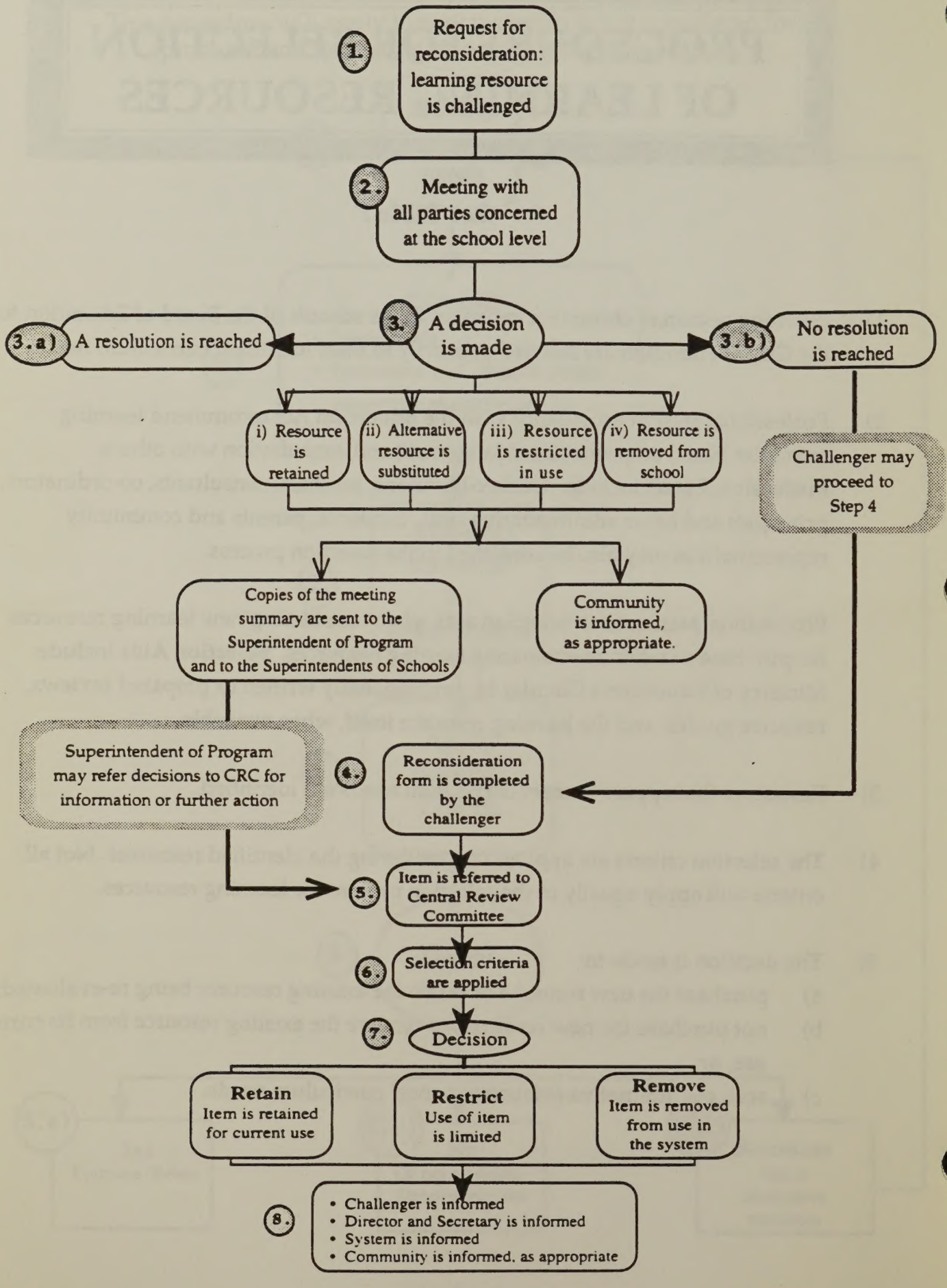
3) Resources that appear to meet curriculum needs are identified.

4) The selection criteria are applied in considering the identified resources. Not all criteria will apply equally in the selection process for learning resources.

5) The decision is made to:
   a) purchase the new resource or retain the existing resource being re-evaluated, **or**
   b) not purchase the new resource, or remove the existing resource from its current use, **or**
   c) seek out alternative resources to meet curriculum needs.

Table II

Procedure for Reconsideration of Challenged Learning Resources



PROCEDURE FOR RECONSIDERATION OF CHALLENGED LEARNING RESOURCES

See Table II

A learning resource may be challenged by a member of the staff or the community. A challenge may be initiated by a group or an individual who feels the resource is objectionable or inappropriate for use with particular individuals or in the system as a whole.

Challenges are to be initiated at the *school* level where the resource is being used. The school level procedure is outlined in Steps 1, 2, and 3 below. Challenges not resolved at the school level and challenges regarding *system-wide* use of a resource will follow the procedure as outlined in Steps 4 through 8.

A challenged resource will remain in use until a decision is made.

At the school level:

1) The challenge is directed to the principal of the school where the resource is being used and the principal provides a copy of the **Policy and Procedures for the Selection of Learning Resources** to the challenger.

2) The principal holds a meeting with all parties concerned following the format outlined in Appendix I. At this time, the challenger may outline the concerns that initiated the challenge.

The principal provides a copy of the summary of the meeting (Appendix II) to the challenger. A copy is kept on file in the school office and another copy is forwarded to the Superintendent of Program for appropriate action, which may mean referring the item to the Central Review Committee. As well, a copy is forwarded to the Superintendents of Schools for information.

3) A decision is made:
   i) the resource in question is retained for its present use,**or**
   ii) alternative resources may be substituted
   (e.g. an item is removed as a required text, and retained as an elective resource)**or,**
   iii) the resource in question is retained for restricted use (e.g. for particular grade levels)**or,**
   iv) the resource is deemed inappropriate and removed from use in the school,
   and
   v) the principal informs the community, as appropriate.

3a) If the challenge is resolved to the satisfaction of all parties, no further action is necessary.

3b) If no resolution is reached, the challenger may proceed to Step 4.

At the system level:

4) The challenger completes the Request for Reconsideration of Learning Resources form (Appendix III). The principal (or other Board staff) provides this form and may assist in its completion as necessary. The challenger forwards the Request for Reconsideration form to the Superintendent of Program.

5) Within 30 days of receipt of the Request for Reconsideration form, the Superintendent of Program convenes a meeting of the Central Review Committee.

The **Central Review Committee*** receives presentations from the challenger and consults with community representatives, "experts in the field", and various Board staff involved in the selection/ approval process.

6) The **Selection Criteria** are applied to the resource in question to determine its current validity or appropriateness in the curriculum.

7) The Central Review Committee reaches a decision based on the Selection Criteria and the information presented. The decision is made to:

a) **retain** the learning resource and continue its use in the schools of the Hamilton Board of Education, **or**

b) **restrict** the learning resource in use in some defined, limited way within the schools of the Hamilton Board of Education, **or**

c) **remove** the learning resource from use entirely within the schools of the Hamilton Board of Education.

8) Within 5 days, the Superintendent of Program provides this decision in writing to the challenger and to the Director of Education and Secretary. The community is then informed as deemed appropriate.

The decision is binding for two calendar years from the date of the decision.

***The Central Review Committee** will consist of:

- Superintendent of Program, **(Chair)**
- Trustee(s)
- Representative(s) from appropriate Principals' associations
- Federation representative(s)
- Parent/Community representative(s)

Members of the Central Review Committee will be appointed by the Board in December of each year.

APPENDICES

APPENDIX I

RECOMMENDED QUESTIONS FOR A CONFERENCE AT THE SCHOOL LEVEL

1. Do you have a child in a Hamilton Board of Education school?

2. How was this resource drawn to your attention?

3. Do you represent an individual or a group? If you represent a group, which one?

4. What learning resource are you requesting be reconsidered?

   - format of resource: (book, videocassette, film, magazine, etc.)
   - author
   - title
   - publisher
   - date

5. a) Have you read or viewed the resource in its entirety?
   b) Are you aware of its historical/social context?

6. What is the nature of your concern?

7. Have you discussed your concern regarding this resource with the teacher-librarian, your son's/daughter's teacher or the person using the resource? If so, what was the outcome?

8. Is this resource compulsory for use by your son/daughter? for use by students?

9. Do you believe that your concern eliminates all value this resource may have for your son/daughter? other students?

10. What would be a satisfactory resolution for you? Why?
    For example:
    - continue using resource with the student(s) after context is explained
    - substitute another resource/other resources for the student(s)
    - restrict use of resource within the school
    - remove use of resource across the school system

APPENDIX II

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

RECONSIDERATION OF CHALLENGED RESOURCES

SUMMARY OF MEETING

DATE_____

School Principal	Challenger
Name_____	Name_____
Title_____	Address_____
Location_____	_____
Phone_____	Phone_____

Others:

Details of resource in question (format, author, title, copyright date, curriculum connection): _____

Summary description of meeting held between school principal and challenger:

continued over Page 17

continued from Page 18

APPENDIX III

Please address the following topics as fully as possible in order that this matter may be thoroughly reviewed.

1. Have you viewed or read the entire work? In the case of an organization or group, have all members viewed or read the entire work?

2. Please describe the explanation that you have been given for the use of this resource.

3. Please describe the outcome of your conference with the principal about your concern.

4. What is the nature of your concern? (Be specific, please.)

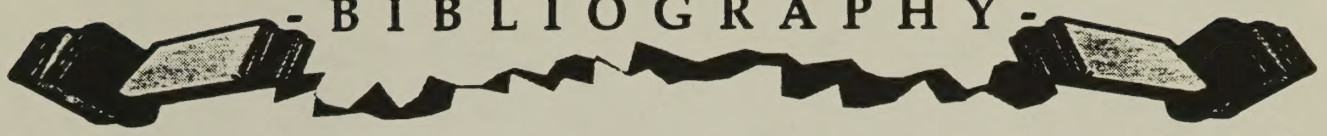
5. In your opinion, does your concern eliminate all value the resource may have for your child? other children? Why?

6. What do you feel may be the effect upon children who use this resource?

7. What do you feel may be of value in this resource?

8. What do you think would be a satisfactory resolution?

9. Do you have any other comments you wish to make?



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